

SCHOOL AND COMMUNITY

DL. XXIV No. 1

JANUARY, 1938

Missouri State
Teachers Association
Columbia, Mo.

E. M. Carter

Born June 1, 1877

Died Dec. 28, 1937

He served the Missouri State Teachers Association as its full time Secretary-Treasurer from 1915 until his death.

See page 10.



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association

Send all contributions to the editor.

THOS. J. WALKER, Editor

E. M. CARTER, Adv. Mgr.

Vol. XXIV

JANUARY, 1938.

No. 1

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SCHOOL AND COMMUNITY



Vol. XXIV

No. 1



JANUARY,

1938

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Missouri Special to Atlantic City Proposed by St. Louis County Schoolmen

SUPERINTENDENT John L. Bracken acting for the St. Louis County group of schoolmen announces a Missouri Special for Missouri schoolmen to the National Convention of the Administrators' Association at Atlantic City.

For many years St. Louis County administrators have chartered a car for this great convention. The suggestion is that as many of Missouri men as will may accept the arrangements made by our St. Louis County friends with the idea that the demand will be sufficient to justify the Pennsylvania in putting on a special train.

We are informed that both President Wm. F. Knox and Vice-President Willard Goslin will avail themselves of this method of travel.

Those desiring reservations should get in touch with Superintendent John L. Bracken informing him of the fact.

The schedule and essential facts of the arrangements are as follows:

Leave St. Louis at 12 noon on Friday, February 25, 1938 via the Pennsylvania.

Arrive Atlantic City at 10 A. M. on Saturday, February 26.

The fare: Round trip railroad fare \$59.05.

One way \$30.75.

One way lower \$7.25; one way upper \$5.80.

To include New York in the trip will add \$5.40 (or \$3.60 coach) to the cost.

Returning

Leave Atlantic City 4:45 P. M. on Thursday, March 3.

Arrive St. Louis 12:45 P. M. Friday, March 4.

Several members of the group will return at this time. The return may, of course, be made independently, in any way desired.

Superintendent Bracken is sending an announcement to superintendent prospects. He has the Pullman diagrams and reservation cards will come to him.



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1938 SUMMER SESSION UNIVERSITY OF MISSOURI

June 13 - August 5

CALENDAR

Registration	Monday, June 13
Class Work Begins	7 A. M. Tuesday, June 14
Independence Day, Holiday	Monday, July 4
Baccalaureate Service	11 A. M. Sunday, July 31
Class Work Closes	4 P. M. Friday, August 5
Commencement	8 P. M. Friday, August 5

Courses will be offered in the following departments of the University:

Accounting and Statistics	E. Elementary Education	Journalism
Agricultural Chemistry	F. Industrial Arts and Vocational Education	Mathematics
Agricultural Economics	1. Agricultural Education	Music
Agricultural Engineering	2. Home Economics Education	Nursing
Anatomy	3. Industrial Education	Philosophy
Animal Husbandry	G. Guidance and Counseling	Physical Education
Art	H. Physical Education	Physics
Bacteriology and Preventive Medicine	Engineering	Physiology
Botany	English	Political Science and Public Law
Chemistry	Entomology	Poultry Husbandry
Classical Languages and Archaeology	Field Crops	Psychology
Dairy Husbandry	French	Religion
Economics and Finance	Geography	Rural Sociology
Education	Geology	Sociology
A. Educational Psychology	Germanic Languages	Soils
B. History and Philosophy of Education	History	Spanish
C. Educational Administration	Home Economics	Training Courses for Agricultural and Home Economics Extension Work
D. Secondary Education	Horticulture	Veterinary Science
		Zoology

FACTS ABOUT THE SUMMER SESSION

The summer session enrollment has grown by 71.3% in the last five years.

During the same five-year period, students have been enrolled from eight foreign countries, forty-three states other than Missouri, and every county in Missouri.

Approximately six hundred fifty graduate degrees have been conferred in summer sessions during the last five years.

Plans for an enlarged 1938 Summer Session are now in progress. Slightly more than four hundred University courses were offered during the 1937 Summer Session.

For information about the 1938 Summer Session write to:

Dean Theo. W. H. Irion
Director of the Summer Session
212 Education Building, Desk 1
Columbia, Missouri



EDITORIALS

LOOKING AT 1937

THE PAST year has been an eventful one with the Missouri State Teachers Association. Nineteen thirty-seven came in with a Missouri General Assembly before which many problems concerning the welfare of education presented themselves. Chief among these problems was the question of establishing a teacher retirement system for the State. At the election of November, 1936, the voters had approved a constitutional amendment permitting such legislation. The M. S. T. A. through its Committee on Retirement had worked for weeks in the drafting of a measure which to them seemed fair and practical. This bill was presented to the legislature through the House of Representatives and reported favorably to it by its Committee on Education. Amendments, however, offered by members from the floor so vitiated the proposal that the Legislative Committee of the M. S. T. A. preferred to allow it to die rather than be passed in its amended form.

There appeared early in the session a threat to the long established custom of appropriating one-third of the General Revenue of the State to the support of public schools. This was not an open move but none the less real and sinister. Finally the measure to make the historic appropriation passed the House without serious opposition. Its final passage in the Senate however was by a bare consti-

tutional majority, late in the session and after public opinion and other legislative events had exerted a favorable influence on senatorial sentiment. The stock argument against appropriating one-third of the revenue was based on the assumption that the sales tax would increase the state school funds to a figure in excess of needs. This assumption is proven untrue by the experiences of the year.

A proposal to distribute the State moneys on a basis other than that set up in the 1931 School Law was passed by a very small majority in the House but failed in the Senate. In the minds of many people this movement was not well matured and its failure leaves time for study of the situation in the light of experience.

Bills providing improvement in the office of county superintendent by giving to those officers more nearly adequate provisions for office assistance and travel expenses were favorably considered by the House but failed to receive the approval of the Senate.

It appears that these victories of public education were chiefly negative ones. Nevertheless the results have been definitely progressive. As Dr. R. V. Cramer pointed out in the September issue of *School and Community* progress has been made. Using the gist of his statements to mark these matters of progress we note:

1. The state distributive fund has increased for the school year of 1937-38 by approximately forty-five per cent, about \$160 per teaching unit.

2. Every child in the state is guaranteed an opportunity to receive twelve years of schooling. During this year there will be no five or six or seven months terms of school.

3. Teachers' salaries have increased generally and thus brought to the children, teachers with a more wholesome outlook on society and life.

4. The development of transportation facilities has gone forward until thousands of children are going to better schools and under conditions making for public economy and personal comfort.

Within our own organization changes have been made which promise the possibility of more effective work. The size of the Executive Committee has been increased from seven members to eleven, thus giving to more interests and localities direct participation in the Committee's activity, and giving to the Committee a wider grasp of all the problems of all the schools.

A Committee on Plans and Policies has been set up and is at work with the purpose of receiving from and giving to the local Community Associations suggestions for participation in movements initiated and matured by wider group thinking, which, it is hoped, will result in personal growth and group improvement.

The Association has participated actively and materially with a constructive and forward looking State Department of Education in the development of curriculum construction leading toward more effective teaching and the production of a citizenship which is able to cope with the problems of the present world.

The various activities at the headquarters of the M. S. T. A. have shown encouraging growth over the past

year. The enrollment is the highest in the history of our organization totaling 24,337. Advertising receipts for the calendar year of 1937 show some increase. Our group insurance membership is not as large as its merit justifies but is maintaining the level established in the past. The fact that during 1937 the widows and orphans and other dependents of Missouri teachers are more than \$40,000 better off than they would have been had the Association not maintained this service is a comforting reflection.

Reports from teachers credit associations indicate that the idea is taking root and manifesting itself in the establishment of new credit unions and the growth of those established.

LOOKING FORWARD

THE present year will pass as relentlessly as has the past. What story of victories and defeats it will record are yet unwritten, but we may be assured that its record will depend on the clarity of vision with which we see our problems and the vigor and intelligence we apply to their solutions. Among the problems definitely set appear the following:

1. The promulgation of a teacher retirement system.

2. The setting up of a state board of education with powers and duties similar in a broad sense to those of local boards but without interfering with the local autonomy now exercised by the local authorities—a state board which will give stability to state plans and policies and remove the administration of public education from the hazards and uncertainties which the present method of selecting state school administrators may entail.

3. The improvement of the deplor-

ably inadequate financing of the offices of county superintendents as to salary, travel expenses and office assistants is so important as to demand the continued and increased attention of the Association.

4. The financial problems of public education, particularly those related to the distribution of state school moneys, will be pressed into the forefront of public attention by other groups than our own, and it will be the part of wisdom for each teacher to keep himself informed as to all the facts of the situation to the end that sound policies be not departed from, and that such changes as are made be

made in the direction of progress toward the further perfection of our distributive plan in the interests of equalization of educational opportunities and an equitable distribution of education's financial support.

The effectiveness of our carrying on will be in direct proportion to our spirit of unity, our singleness of purpose and our ability to see the interests of each wrapped up with the welfare of all. Our success will be measured by the clarity with which we see our problems and the intelligence, sincerity and diligence we employ in presenting the issues to our friends and to the public.

LINES TO THE MEMORY OF E. M. CARTER

RELENTLESS TIME, inexorably
marching

To the reverberating clash of Fate's
cymbals,

Has paused to garner from Life's garden,
One of its fairest blossoms.

The Celestial Sphere has welcomed

A spirit, radiant with glory—

A man of the hour—faithful, loyal

And true to self and fellowmen;

Who, with his work faultlessly executed,

Has been called to his Eternal reward.

A pathfinder in the maze of modern
thought;

A master mariner, who,

With deft and able hands,

Guided the good ship of Education

Across perilous seas,

Over treacherous shoals,

Into the safe, placid harbor of immutable
truth.

His, a Divine gift of leadership;

Power to quell turbulence;

To cement weakened ties;

To weld tangled human emotions

Into an inseparable whole;

A vibrant personal charm;

Utter sincerity and dynamic energy;

Endeared him to all—

An executive diplomat of rare ability.

His engaging countenance

With its warm, tender smile,

Radiated his love of humanity

And eloquently mirrored his lofty ideals—

From the overture of Life to its final
curtain,

Always an idealist:

A weaver of golden dreams;

Dispenser of joy and loving, sound advice.

Now, with victory attained,

The banners of success proudly flying;

In the meridian of his life

He gracefully retires from fields of
human endeavor.

His reward,

That incomparable beauty:

The matchless serenity

Of perfect peace.

His memory lingers on—

Fragrant, green, ever blossoming;

Compounded of admiration, reverence and
love—

Requiescat in pace!

John Paul Jones

An Appreciation

TO HAVE BEEN A FRIEND of E. M. Carter is a deep and abiding joy but no distinction. His friends are numbered by the thousands. For to know him even casually was to be his friend. The strength of friendship for him increased as its length grew, and the depth of appreciation of him was in proportion to the intimacy of one's association with him and the insights one had into his mind and heart. He was a man without ostentation and without guile. He had no qualities which he desired to flaunt, and no defects which he labored to conceal. Those persons who knew him longest and most intimately are those who love him best and appreciate most genuinely the qualities of his soul.

HE WAS a lover of folks. Friendliness in other people was a quality he first noted and most deeply valued. Measured by the standard of the angel who visited Abou Ben Adhem, his name stands among the first of those "whom love of God has blessed" for more than any other person I have ever known, Carter loved his fellow-men.

HE WAS void of suspicion of his fellows. He had a frank, simple, and unaffected confidence in people which seemed to give him a supreme faith in the final accomplishment of right and a contagious optimism toward any undertaking which he had at hand.

HIS SUPREME JOY was in doing things for folks, and if everyone to whom he had done a deed of kindness should lay one little bloom upon his bier he would sleep today beneath a mountain wilderness of flowers.

HE HAD a singleness of purpose which seemed to occupy his whole being. For thirty years his serious thought constantly converged on the welfare of the Missouri State Teachers Association as an agency for the development of educational opportunity for all children of the State. To build and perfect this organization was the topic of his daily conversation, and the treasured ambition of his heart. In this work he lost himself and so completely did it engross his attention that his personal welfare, ease and advantages were never in his thought.

HE LIKED to work in the background and on the sidelines. He shunned places of prominence and positions of honor but never shirked a duty or avoided a task no matter how trivial or humble or difficult it may have been. Much as was the honor due him, much as was the

credit which belonged to him for worthwhile attainments, to him it was always someone else who did the job, and never himself to whom credit was due.

HE WAS SUCCESSFUL. No other state teachers association has been used more widely and more generally as a pattern than this one which his genius, energy and devotion have built.

This Association year, just past, has in many respects been the Association's best. His goal of "100 percent everywhere" has been practically attained. Important accomplishments for a long time dear to his heart have been made. He has left to teachers, the children and the people of Missouri a heritage richer than we know or than he dreamed. Twenty-five thousand teachers are better teachers, better conditioned and happier because of his work; three-quarters of a million children are better taught because he toiled for them and three million other citizens of Missouri are better men and women because of his years of labor to better education in our State. From him comes a heritage of attainment which is ours to guard, and a heritage of ideals which it is still ours to strive for.

HE WAS SUCCESSFUL in his personal life. To no person whom he knew has he left a sting of unfriendliness or a blight of unkindness in word or deed. As much as he desired to attain goals he never stooped to questionable short cuts. A method or a means that smacked of sharp practice, deceit or dishonor, however desirable its immediate results might have appeared, was a method he would not touch.

HE WAS SUCCESSFUL in his family life. Those who knew him in his home life will remember with joy the delight he had in his two fine grandsons and the justifiable fatherly pride and gratification he experienced in the knowledge of his children's success. He has left to his bereaved widow and to his children no memories that are not happy ones, and no incidents they will wish to forget. Many are the objective data by which his worth may be measured, but until we can fathom depths of devotion, measure and record the heart beats of love, and compute the strength of the waves of influence that lap the shores of infinity, can we adequately evaluate a life like his.

HIS GOING WAS as he might have chosen it:
"like a candle, snuffed out in the heyday of its glow—
like a tune-swept fiddle string that feels the master melody,
and snaps."

Our good friend has come in at noon-day from his labors and lain down to rest a while.

T. J. W.

An "Old Grad" Remembers

Elliott B. Scherr, University of Missouri

THE LIFE of public school education in St. Louis has reached the hundred-year mark. On April 1, 1838, the first public school building was formally opened, followed about two weeks later by the opening of another. The city school system is now celebrating the centennial of its origin with the purpose of calling to the attention of the citizens the important part their schools have played in social welfare, and mental and material progress. It is particularly appropriate at this time that all persons interested in education express their appreciation for what St. Louis has contributed toward the upbuilding of secondary education in the state.

The writer can speak with enthusiasm of what the excellent school system of St. Louis means to the growing young mind, for he went through grade and high school there. He can look back upon those years with feelings akin to those the "old grad" experiences when his thoughts turn to his Alma Mater. Indeed, the formative years spent by the pre-college student in acquiring the basic ideals for his life's career are, in a certain sense, his most important ones. It is then that he is trained in habits of thought and action that are to remain with him through the after years. The old proverb "As the twig is bent so grows the tree" is particularly applicable to secondary education. How appropriate it should be, then, for an "old grad" of St. Louis's schools to reflect upon those interesting and pleasant years when he was part of a system that has awakened the admiration of educators everywhere.

Compare those two school buildings in 1838 costing a little more than \$3000 each with the splendid, completely equipped institutions of present-day St. Louis, whose cost runs into millions of dollars. Compare, also, the approximately 350 pupils who attended those first schools with the many thousands of today representing a cross section of numerous nationalities. We can afford to smile at what then must have seemed a monumen-

tal undertaking. We can do this, however, because we have the vista of a hundred years spread before us and can see what could not have been anything but the most fantastic of dreams for those who took this first step.

What was transpiring in the field of education before St. Louis opened its first public schools? From the time of Jean Baptiste Trudeau in 1774, when the city was little more than a trading post, to that eventful day in 1838 when the first public school was opened, we find an era of private school instruction. At best it was little more than an elementary training in reading, writing, spelling, and a smattering of arithmetic. It was for the benefit of the children of rather affluent parents.

As time went by instruction came to be somewhat more broadening. The schoolmasters of the early 1800's were not all Ichabod Cranes. George Tomkins, a Virginian, established the first English school in the settlement in 1804. Up to that time French had been the language of instruction. Tomkins' debating club organized in connection with his regular classes produced future orators and statesmen. In 1909 Christopher Friedrich Schewe, a former professor at the Lycée Academy in Paris, came to the young city and advertised that he was prepared to teach English, French, arithmetic, geography, geometry, and drawing. It was a pretty ambitious curriculum for those days.

More and more teachers, men and women, undertook to look after the mental and spiritual welfare of St. Louis's children. A certain Pierre St. Martin announced September 20, 1809, that he was eager to educate young persons in the arts of dancing, fencing, and the use of the broadsword. We of more than a century later may wonder how expertness in manipulating the broadsword could advance the social and material progress of the community; but those of older times had their own ideas about what constituted a well-educated gentleman in a frontier atmosphere.

Mention of these early-day courses of study recalls to mind the fact that such things as folk dancing, music, drawing, dramatic art, manual training and so forth are fundamental elements in secondary education of the present time. Indeed, the writer well remembers his years in the old Columbia School in St. Louis when the principal, Mr. L. W. Rader, now of the Sherman School in that city, had a printing press and accessories installed in a special room of the building. The embryo journalists among us wrote our inspired articles for the school paper, *The Columbia Gem*, while the mechanically inclined set the type and worked the press.

It had been said by many who were supposed to know what they were talking about that no pupils of elementary school age could appreciate Shakespeare. We studied several of the Bard's plays, and our production of the forum scene from *Julius Caesar*, although perhaps not quite up to the accomplishments of a Sothorn

or a Mantell, demonstrated what Mr. Rader had been trying to prove: that younger minds can appreciate the higher arts. After all, if the pupils of Christopher Friedrich Schewe and Pierre St. Martin could learn French, geometry, fencing, and broadsword technique, we could surely attempt journalism and Shakespeare. Curricula today in certain elementary schools both in St. Louis and elsewhere bear testimony to the wisdom of these ideas.

We "old grads" who know by experience how much our education in the city schools of St. Louis has meant to us feel that this is an opportune time to extend our congratulations and best wishes to the teachers and officials of today and yesterday who have done and are doing such splendid work for the younger generation and the community at large. Perhaps we better than anyone else can appreciate what St. Louis holds as its ideals of a better education for all.



THE TWENTY-FIVE YEAR CLUB

Superintendents of Missouri school districts who have been in their positions for more than 25 years met at breakfast at Hotel Statler, Saturday morning, November 20, 1937. All had been attending the Missouri State Teachers' Convention. They are: Front row, from left, John F. Hodge, St. James; Charles A. Cole, Union; Ernest F. Bush, Wellston; second row, from left, Fred B. Miller, Normandy; M. B. Vaughn, Montgomery City, T. C. Wright, Tuscumbia; and L. B. Hawthorne, Mexico. There are perhaps some 10 or 15 others who can qualify for membership in the "25 Year Club."

Articles
of
Lasting Interest

The Magazine World

Condensed by
Wilfred Eberhart,
Ohio State University

... Cecil Rhodes turns in his grave.

WHAT HAPPENS TO OUR RHODES SCHOLARS?

Milton Mackaye

Condensed from *Scribner's Magazine*,
January, 1938

When Cecil Rhodes left some sixty thousand pounds of annual income to finance careers at Oxford for picked students from the various British colonies, Germany, and the United States, he intended that Oxford would educate the men who would be the future leaders of their countries and thus create a union of "superior peoples" to manage the universe.

Approximately nine hundred former Rhodes Scholars live in the United States today. They know the Rhodes dream. It is time for an accounting. Have they become the leaders of the nation? If not, what have they become?

The fact is that the boys sent over to Oxford with their expenses paid have done reasonably well for themselves. Few of them are rich and few are internationally famous, but they pay their bills, they have substantial reputations in their home cities, and more than a hundred of them are in *Who's Who*. Rhodes, however, hoped to educate men who would become political leaders; in America the scholarships have failed to produce these leaders. No member of the Cabinet has ever been a Rhodes Scholar. No member of the Senate has even been a Rhodes Scholar, and only one member of the House of Representatives. There are two or three men scattered across the world in consular jobs, but only one individual of eminence, Stanley K. Hornbeck.

Forty per cent of the returned Rhodes Scholars are following academic pursuits, with 317 in college or university work and twenty-seven in secondary schools. The law has claimed 178 and business 124. Robert P. Tristram Coffin is a distin-

guished poet. Christopher Morley and Elmer Davis have national reputations as novelists and essayists.

But imperialist Rhodes, asleep in his tomb in the lonely Metapos, must have felt a twinge in April, 1935, when nearly half of the American Scholars at Oxford formed an organization to promote socialism in the United States.

... Education for a democracy.

WHY SEND THEM TO SCHOOL?

Robert M. Hutchins, President of the University of Chicago

Condensed from the *Saturday Evening Post*, December 25, 1937

Our country has achieved Jefferson's goal of universal education. Our universal education, however, is more universal than education. Almost everyone feels, vaguely or sharply, that his education is not all that it should have been.

If a democratic nation wants better schools, it needs to ask itself: What kind of schools will preserve and improve democracy? What can the nation expect of such schools? How much, in dollars and in other things, will they cost?

A democratic state has the right to expect its schools to do two things for its children: (1) make good citizens of them; and (2) make intelligent critics of them. At the lower levels the child should be taught to read and write and figure and love his country. Taxpayers insist upon this, and I think that they should. At some stage in education for democracy, however, the student must be exposed to all the social and political philosophies which are clashing in the world today so that he can judge them intelligently. Education makes people think, and thinking may make them dissatisfied. Thoughtful dissatisfaction has produced most of the things which are indispensable to civilized life.

Schools should not specialize in a multitude of tasks that properly belong to

the home, the church, and the city. Sex, safe-driving, and table manners all need to be taught somewhere, but the shifting of responsibility for everything to the schools can end only with the elimination of education from the curriculum.

If the schools are to develop literate individuals and good citizens, the teaching profession must have adequate salaries, security of tenure, and the freedom to teach. You cannot get good teachers when you show them, by paying them like coolies, that you have no respect for their profession. The problem of teachers' salaries and of inadequately financed schools cannot be solved short of a permanent program of federal support of education.

... Confessions of a college president.

"PREXY"

Anonymous

Condensed from *Harper's Magazine*,
January, 1938

As a college president, here is what I am supposed to do: Preside over a campus with a thousand students and a hundred teachers. Select new faculty members, six to ten a year, and keep them all serene. Preside at faculty committee meetings, which are often a time-consuming bore. Welcome student opinion on college policies and appointments, but always with full loyalty to the teaching staff. Attend all athletic contests and chaperon many dances. Remember the name of every alumnus I meet anywhere. Write an Annual Report on the college's progress and problems. Travel about twenty thousand miles a year, meeting alumni groups in forty localities from San Francisco to Boston. Make about one hundred addresses a year (Meiklejohn correctly termed college presidents "peripatetic phonographs").

Questions which other presidents have told me have faced them include: Shall Professor Jones' home, college-owned, be painted white or yellow? Shall I bail out the lad who, drunk, "stole" a car, or let him spend a night in jail to reflect? How can I best explain over the long distance to John's parents that their boy has just killed himself?

We presidents are unlike in many ways.

Some of us look like presidents; many do not—and the latter enjoy it more. On the train from New York to Northampton, President Neilson was enjoying the banter in the smoking compartment. One of his companions said, "I sell autos; what's your line?" "Skirts," promptly replied the president of Smith's two thousand girls.

The job of college president is a twenty-four hour, twelve months' job. There is a long summer vacation, but I am at the office at least one day every week. Unlike the professors, the president gets no sabbatical leave; in thirty years, I have been away, entirely free from the office, only twice.

It is never a monotonous job—and I would not swap it for any other.

... Education in exclusive schools.

WHAT GOOD ARE FINISHING SCHOOLS?

Marian Castle

Condensed from the *Forum and Century*,
January, 1938

The American finishing school of today is a Victorian survival. The training that it gives is an anachronism—an academic, economic, emotional, and social anachronism. It prepares the girl for a world that has ceased to exist.

The tuition fees of the twelve or fifteen really fashionable girls' schools in this country range from \$1800 to \$3000 a year. Only about four hundred girls are graduated from them annually, but these four hundred are potent financially. Their courses of study are designed in most cases to take the place of high-school study, and an additional two years are sometimes offered. The term "finishing school" is, in reality, a misnomer inasmuch as these schools do not, in most cases, complete a girl's training. More than half the graduates pass the College Entrance Board Examinations, and over a fourth of them go on to college.

There are usually excellent courses in music, art, play-directing, and horsemanship open to the finishing-school girl. Economically, however, her preparation for living is absurd. She remains as ignorant as a Jane Austen heroine of how to earn

a living, budget an income, invest a legacy, or understand a corporation report. She learns nothing of political and social problems. She is even unaware of the forces that threaten her own snug tenure of privilege—strikes and inheritance taxes and government paternalism.

Within seven years after graduation, the finishing-school girl is certain to be

married. Yet, in spite of this inevitability, she is taught little or nothing about the practical side of her future job; about running an elaborate establishment on a large income or a modest establishment on a small income or caring for children. When she graduates, she carries a daisy or laurel chain but little in the way of knowledge about her future career—marriage.

The Central Problem of Education*

Robert M. Hutchins, President, The University of Chicago

THE QUESTION most often put to me is: "What is wrong with our educational system?" The answer to this question is "Nothing." The educational system is operated by a million loyal and self-sacrificing individuals who have put on the greatest demonstration of mass education the world has ever seen. I can think of no criticism of them. On the contrary, they deserve the gratitude and support of the people.

The answer to the question asked me may, however, be given in somewhat more general terms. There is never anything wrong with the educational system of a country. What is wrong is the country. The educational system that any country has will be the system that country wants. It will be, in general, adapted to the needs and ideals of that country as they are interpreted at any given time. In the words of my learned colleague, Professor Frank Knight, "Organized education, democratically controlled, is on its face, as regards fundamental ideals, an agency for promoting continuity, or even for accentuating accepted values, not a means by which 'society' can lift itself by its own bootstraps into a different spiritual world." The fundamental proposition which I wish to advance is that whatever is honored in a country will be cultivated there. A means of cultivating it is the educational system.

You may be sure, therefore, that the American educational system will be engaged in the cultivation of whatever is honored in the United States. Its weaknesses will be the weaknesses of American ideals. It may, of course, adopt methods of promoting those ideals that are not always adequate; but mistakes of this temporary kind will shortly be corrected. When experience shows that the people produced by the educational system do not honor what the country honors, ways will be discovered of manufacturing those who will.

What Do We Honor?

What, then, is honored in the United States? I am afraid we must agree that what is prin-

cipally honored in this country is external goods, and of these principally material goods. Money is the symbol of the things we honor. We talk a good deal about freedom. It seems on analysis to be the freedom to make money. We talk about equality. Under scrutiny it often turns out to be equality of opportunity to make money. Where freedom is not used in this sense, it seems to be used in the sense of anarchy, with the government posing as policeman to prevent the commission of the major crimes. When we talk about equality in any other sense than equality of opportunity to get rich, we seem to be thinking of equal treatment of unequals, not merely before the law, but also in all the relations of social and intellectual life.

The love of money and the desire for freedom to make it and equality of opportunity to pursue it are, then, the current ideals of the United States. There is nothing new about this in the Anglo-Saxon world. In 1776 Adam Smith proclaimed that these should be the aims of the state. The refrain of Alexander Hamilton in the *Federalist* was: "If we mean to be a commercial people . . ." When I was young the winning party's slogan was the full dinner pail. It is only a few years since we used to hear about a chicken in every pot and two cars in every garage. In the last campaign both candidates devoted themselves to explaining how they would improve the economic status of our people if they received the suffrages of their fellow citizens. I heard few things that indicated that either candidate had much idea what his audience was going to do or ought to do with the money he intended to provide.

If we look at the American democracy, we are struck by the fact that the infinite variety that was the chief characteristic of the democracies of Plato's day is missing from our own. De Tocqueville and Bryce devoted many pages to discussing the uniformity of American life. The democratic man is not as Plato saw him, filled with all desires and all interests. His chief desire and interest is

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making money. This uniform desire for financial success produces the uniformity that has depressed foreign critics. In general the way to get ahead is to be safe and sound. Exhibitions or originality may make your superiors nervous. So De Tocqueville was finally forced to say: "I know of no country in which there is so little true independence of mind and freedom of discussion as in America." Such modifications as De Tocqueville would now have to make in this statement are the result of changes in other countries rather than our own.

I hope you will understand that, like all university presidents, I have a high opinion of money and am perfectly aware that without an adequate supply and distribution of it no civilization can exist. I am talking about that excessive, overwhelming, and primary urge for material goods that may be said to characterize our society. The discussion of social and political questions in this intellectual environment must revolve around the cost of doing anything about them. The cost of education is a valid objection to it if our people, including the educators, admit that financial success is a test of a good education. If Mr. Roosevelt were going to regard the enrichment of the populace as his aim, he could not object to a discussion of his plans in terms of the outlay involved. The rich can legitimately complain at having their money taken away from them if the sole object of doing so is to make somebody else rich.

Present Educational Tendency

It is not enough, according to the prevailing theory, when we apply this background to the educational system, to develop the intelligence of the student so that he can cope with the problems of practical life. That kind of thing is too remote from the conditions of the economic struggle. What the pupil must have is some sort of strictly practical, technical training in the routines of a vocation that will enable him to fit into it with a minimum of discomfort to himself and his employer. So the tendency is more and more to drive out of the course of study everything which is not immediately and obviously concerned with making a living.

Dr. Alexander Massell, representing the New York State Department of Education, and speaking appropriately enough before the National Retail Dry Goods Association has lately announced that the State's educational program will train employees for delicatessen or butcher shops, depending on the interest the industries show. He said he thought the shoe industry might be the first to win recognition. "We are spreading the good news through New York City," Dr. Massell said, "and those who come first will be first served." The University of California has just announced a course in what is called cosmetology because what is called the profession of beautician is the fastest growing in the state. The educational materials are supplied by the Beau-

ticians' Association. The University of Wyoming has introduced instruction in dude ranching for a similar reason; and Lehigh University for no obvious reason now offers education in news photography.

I may remark at this point that vocational education as we have understood it in this country is one of the cases where the means temporarily chosen by the educational system are not adequate to achieve the end in view. There is little evidence that vocational instruction of a strictly practical, technical, and routine kind is useful in enabling the graduate to fit into the vocation with any degree of success. As a matter of fact, instruction of this sort is likely to unfit him to meet the new and unforeseen problems raised by technology and social change. Rube Goldberg's cartoon of the boy who learned arithmetic for the wrong reason, namely, in order to add figures in a counting house, and who found himself thrown out of work by the adding machine has a present or potential application to almost every gainful occupation. Think of the havoc that may yet be wrought among the stenographers of the nation, carefully trained at great expense in the public schools, if the dictaphone becomes the standard method of handling office correspondence. Think of the fate of California's beauticians if self-beautification for ladies becomes as simple a matter as it is for men. Or if this happy day shall not arrive, think what will happen in that great state when so many graduates of the University of California have been educated as beauticians that no one of them can make a living in competition with all the rest and there is nothing left for them to do but spend their time beautifying one another.

We hear a good deal today about vocational education in the rural areas. Some people seem to feel that a child in the Georgia countryside should be taught how to make a living there regardless of the fact that nobody has ever been able to do so. The figures suggest that the children are more intelligent than the educators and that they never try to make a living in the Georgia countryside, but may be found not later than age 18 in Atlanta or New York. The most difficult courses to persuade country boys to enter are those in vocational agriculture. Their instinct is correct, for most of them will not stay on the farm. The mobility of our population means that it is doubtful whether we can hope to frame a course of study designed to make the student successful in any localized economic environment.

How Train for Occupations?

Of course young people must be trained in gainful occupations. The question is how. In industry 95 per cent of them are trained on the job. If this is regarded as too haphazard a procedure, an apprenticeship system can be instituted. Part-time arrangements, perhaps like those of the Engineering School at the University of Cincinnati, suggest an intelli-

gent division of responsibility between education and industry. And when a student has actually entered a vocation something can be said for having him return to school for parts of the day or year to acquire further proficiency. This has been done in Minnesota with a series of local vocational agricultural schools. These devices, however, are quite different types of vocational education from those which assume that, beginning in infancy, the school should attempt to give vocational instruction on a full-time basis under its own roof.

Vocational education is receiving new emphasis now because of the changed situation the schools confront. Formerly when a pupil failed industry absorbed him, and we consoled ourselves with the thought he was stupid. If he fails now, we must keep him still because he can't get a job. We don't know what to do with him. He can't handle the present course of study, and we can think of nothing else except imitations of vocational activity, such as those now proposed by Supt. Johnson of the Chicago public schools. But I suggest that the problem here is one of communication, not of content. The standard curriculum, appropriately enough, still rests on reading. It is probably fair to say that most of the pupils who have failed up to now were pupils who could not read. We have made great progress in developing new methods of teaching reading. Perhaps if the schools used the best methods now available they could communicate with those whom they have been unable to reach so far. Certainly they could materially reduce the number of the functionally illiterate. It is doubtful whether they should rush into a vocational curriculum as an alternative to one that requires reading. The CCC, which has some carefully disguised educational features, might do a better job, pending the application of more effective ways of teaching reading, than a vocational course can do. In the meantime we should try to frame a course of study that is good for any pupil and focus our attention on developing the methods of transmitting it to those we cannot teach today.

A Curriculum of Obsolescent Information

A second consequence of American ideals in American education is that we have a tendency to base the curriculum on obsolescent information. Ideas, which are, of course, the instruments of knowledge, do not seem particularly productive at first glance. If you can teach a boy how to become a second-rate bookkeeper, you have done something that is gratifying to him and reasonably satisfactory to you. To discuss with him the nature of justice, or the theory of the state, or the problem of truth, or the existence of God does not seem to have a very direct bearing on his economic future. If you succeed in modifying your and his financial interests somewhat and say that you are going to fit him into the contemporary world, you and he are likely to

feel that the best way to do this is to give him lots of obsolescent information about the contemporary world. This is known as adjusting the young to their environment.

It is important to notice, however, that the environment is symbolic; it is not immediately intelligible. We do not understand it merely by looking at it. It presents itself to us as a mass of confused, unrelated, and incomprehensible items. John Dewey has lately said that the social studies are suffering greatly from what he calls the dead hand of the worship of information that still grips the schools. The only way that we can understand the environment, natural or social, is by using ideas to understand it.

Moreover, if the aim of education is the communication of information, we may as well abandon the enterprise at once; for we shall be forced to the conclusion that Hendrik van Loon announced three months ago. He said: "In the present state of the world the educators might as well admit that there is no stable or valid knowledge that can be communicated to the young generation." Mr. van Loon is right: if knowledge is information about the contemporary scene, we should withdraw from education. I may add that if this is the aim of education our task is hopeless because we can never complete it. My distinguished colleague, Professor William F. Ogburn, has pointed out that our information is increasing so rapidly that in order to get time to pour it all into the student we shall have to prolong adolescence until at least age 45.

Now, this informational or vocational theory under which we are now operating produces in the various fields of knowledge some very peculiar results.

When we teach the fine arts and literature at present, for example, we cannot stop to ask what the arts may be. But since they must ornament any reputable curriculum, we must proceed to teach them. We cannot discuss the true or false. There can be no principles to which we can resort. Therefore there are two standard methods that we employ: history and the communication of ecstasy. The historical method happily frees us from any consideration of the works themselves. We understand a poem by learning about the social, political, economic, and domestic conditions under which it was written. It is one of the conventions of the time. And it is to be understood in terms of the poverty, of the conjugal infelicity, or the ductless glands of its author.

The communication of ecstasy is less laborious for the teacher than the historical method; but it is likely to be even more wearing to the pupil. Reduced to its lowest terms it may be described in the words of one of my professors at Yale (now happily retired) who told us that the excellence of a work of art could be measured by the thrill it sent down your spine. This may be called the chiropractic approach to literature. Persons

with spines of peculiar rigidity or toughness would thus be denied the privilege of artistic comprehension, and an X-ray examination of the vertebrae would be a prerequisite to employment as a literary critic. At its best the communication of ecstasy leads to a certain appreciation of a work of art which lasts as long as the communicator is present, but which neither he nor his pupils can explain. This has a tendency to promote the development of private cults about the arts and to give support to the notion that in this field at least everybody is entitled to his own opinion.

The Sacrifice of Intellectual Development

A further consequence of American ideals in American education is that intellectual development is sacrificed to that practice in vocational techniques and that acquisition of information to which I have referred. The intellectual tradition in which we live receives merely incidental attention. There is no particular reason for talking about intellectual development if what you are concerned with is financial success, for there is little evidence of any correlation between the two. I do not deny that the law schools have manufactured some very crafty fellows and that the engineering schools have graduated some smart mechanics. I do not deny that either the public schools or the universities are devoting themselves to producing people who have had genuine intellectual discipline and who have acquired those intellectual habits which the ancients properly denominated virtues.

The loss of our intellectual tradition is just as important as the loss of the intellectual virtues, and the two are, of course, related. What seems to be overlooked is that we have an intellectual tradition and that we are living in it today whether we know it or not and whether we like it or not. This tradition is what Mr. Butler of Columbia has called our "common intellectual denominator." Describing the results of omitting it from education he says:

"The youth thus deprived of the privilege of real instruction and real discipline is sent into the world bereft of his great intellectual and moral inheritance. His own share of the world's intellectual and moral wealth has been withheld from him. It is no wonder that the best use he can so often find to make of his time is to try, by whatever means he can devise, to share the material wealth of some of his fellows."

The Antiquity of Our Problem

The striking fact of modern life is not the novelty of our problems but their antiquity. If we assume that the object of education is to enable the student to cope with contemporary problems, we must familiarize him with the intellectual tradition in which he lives. Plato, for example, discusses almost every question that agitates our society from nudism to communism. You can even find in the *Republic* remarks about the difficulties of getting the rich to pay taxes; and Aristotle has some interesting observations on the life ten-

ure of the Spartan Supreme Court. The ideas that are found in the books of great writers through the ages may be important in understanding the environment today.

In case you think these are merely the words of an old reactionary, I beg to report that on August 8 in the great newspaper of Soviet Russia, *Pravda*, appeared the following:

"[We condemn] those vulgar sociologists who try to reduce the content and significance of writers to a classification of the social origins and learnings of the author. . . . The great artists of the past belong to the working people. These great artists are alive for us. Their works have not been in vain; their best works have stirred the minds of the people and have emancipated them. The classics, which are warm with the breath of life and the beat of the human heart, can help our youth understand not only the past, but also the present."

It is the primary task of education to connect the individual in ever increasing ways with his tradition.

Now this vocational-informational philosophy of education that is coming to prevail is always defended on the ground that it is scientific, experimental, and liberal. Any critic of it is anti-scientific, reactionary, literary, and probably a Fascist. On the contrary, he who proposes that education be truly natural, that it be concerned first of all with ideas, with principles, with the abiding and the permanent, is the true scientist and the true liberal. He is the true scientist because he understands the questions with which science is concerned, no matter what teachers of science say it is concerned with. He is the true liberal because he understands not merely the conventions of human society, but also the nature and possibilities of mankind. At the moment those who hold that obsolescent information is the only proper study would have the greatest difficulty in criticizing the situation in Italy. The trains, we are told, run on time. The beggars have disappeared. There is less crime than there is in the United States. Italy has gained power and prestige. But it is only when we understand the nature of man that we understand the nature of the state. And when we understand these we understand that the Italian state is not a state at all. It is an organization of force. It rests on a misconception of the purpose of the state. It denies the proper end of the person. It distorts the relation that should obtain between the person and the state. Standards of criticism, either in art or in politics cannot be derived from vocational-informational studies. Not only do we suffer from the lack of any intelligible critical standards because of our vocational-informational studies, we also lack any rational reason for education at all. As a result of an interest in vocational training and current information, there is today, nothing to be taught except things obviously not worth teaching. Therefore, the general conclusion of anti-

intellectuals is that we must have great men and women to do the teaching. Only they can make the insignificant significant. If the student learns no subject matter, his life will at least be illumined by the radiance of these great personalities. Pay no attention to what you should teach. Get Solomon in all his glory to sit behind the desk and your pupils will get an education.

I think they would. The trouble is that there is only one Solomon, and he has been a long time dead. What chance have ordinary teachers like us to light up the dark recesses of the cosmetic industry or enliven the reports of the Census Bureau? What we really have here is the formula of educational futilitarianism.

If the question is, then, what is wrong with the educational system? the question is still: "Nothing." If the question is what can be done about what is wrong with American society, the answer is very difficult. Education provides the great peaceful means of improving society; and yet, as we have seen, the character of education is determined by the character of society. In the United States, even if we were to assume that education could be better than society, it is hard to see how education alone could effect any substantial change. The reason for this is the competition of the newspapers, the radio, the movies, and the home. The total influences outside the school are as strong as they ever were, no matter how some of them may have been weakened as against some of the others. If we could construct an ideal educational system, it might have little effect on the tone of American life unless we could change the tone of these other agencies at the same time. Still we must not assume a defeatist attitude. The alternative to a spiritual revolution is a political revolution. I rather prefer the former. The only way to secure a spiritual revolution is through education. We must therefore attempt the reconstruction of the educational system, even if the attempt seems unrealistic or even silly.

We must first determine what ideals we wish to propose for our country. I would remind you that what is honored in a country will be cultivated there. I suggest that the ideal that we should propose for the United States is the common good as determined in the light of reason. If we set this ideal before us, what are the consequences to the educational system? It is clear that the cultivation of the intellect becomes the first duty of the system. And the question, then, is how can the system go about its task? The only way in which the ideal proposed could ever be accepted by our fellow citizens and by the educational system would be by the gradual infiltration of this notion throughout the country. This can be accomplished only by beginning. If one college and one university—and only one—are willing to take a position contrary to the prevailing American ideology, and suffer the consequences, then

conceivably, over a long period of time, the character of our civilization may change.

I am asking you to think, therefore, what one college and one university might do to establish for the country and the educational system the ideal of the common good as determined in the light of reason. I suggest again that the primary object of institutions with this aim will be the cultivation of the intellectual virtues. I suggest that the cultivation of the intellectual virtues can be accomplished through the communication of our intellectual tradition and through training in the intellectual disciplines. This means understanding the great thinkers of the past and present, scientific, historical, and philosophical. It means a grasp of the disciplines of grammar, rhetoric, logic, and mathematics. It does not, of course, mean the exclusion of contemporary materials. They should be brought in daily to illustrate, confirm, or deny the ideas held by the writers under discussion. Topics of current interest are topics with which great books deal. These books have the advantage of dealing with topics that are always of current interest.

Such a course of study is, in the modern jargon, relevant to experience. It has the additional distinction, which one based on the daily newspaper does not have, of introducing the student to the great thinkers of every age and to the great artists, of developing habits of reading, and of assisting in the formulation of critical standards. If there are few new problems, if all the current information that is needed can be taught in this way, and if ideas are instruments of knowledge, then such a course of study is more relevant to experience than some based on direct familiarity with the current scene.

As Professor Whitehead has said, "Fundamental progress can be made only through the reinterpretation of basic ideas." This curriculum makes fundamental rather than superficial progress possible.

The course of study that I have described so far is one to which all students, when they have learned to read, should be exposed. Those students who demonstrate in this period of general education that they have the intellectual qualifications for advanced work should be permitted to go on to the university, which I think of as beginning at about the beginning of the present junior year. Those students who have not distinguished themselves or who do not wish to go on should be encouraged to betake themselves to practical life. This is the actual situation in every country in the world but this. In England, for example, not more than 40 per cent of the graduates of the great public schools proceed to the university. The reason is that what establishes a boy's social position in England is attendance at a public school, which he leaves, ordinarily, at about the end of our sophomore year. Graduation from a university adds nothing to his acceptability. It is the old school tie that counts. In this country the moral equivalent

of the old school tie is the Bachelor's degree. Among other reasons, I am in favor of awarding that degree at the end of the period of general education, that is, at about the end of the sophomore year, in the hope that those students who have hitherto gone to college merely to confirm or acquire a social position will be induced to withdraw on receiving the document they came for.

In a university, therefore, we should have students interested in study and prepared for it, and they would enter the university at the beginning of the junior year. If the ideal of the country and of the educational system is the common good as determined in the light of reason, vocational instruction of the routine kind will disappear from the university. Courses designed solely to transmit information about current affairs will disappear as well. Such research as merely counting telephone poles will also vanish. Professors whose only interest is in dealing with immediate practical questions will vanish too. These excisions would leave us with a group of professors studying fundamental intellectual problems with students equipped to face them.

These intellectual problems fall roughly into three fields: those underlying problems that we call philosophical, including those called metaphysical and theological; those problems called scientific, including those raised by medicine and engineering; and those we find in the social sciences, including those presented by law and public administration.

The consideration of principles in these fields in a university might make these principles explicit. It might make the professors and students conscious of them. It might make them aware that these principles are ordering and clarifying. It would make them see that these principles, like all knowledge, are derived from experience. In the words of a mediaeval saint who was as sensible as he was saintly, "The human intellect is measured by things, so that a human concept is not true by reason of itself, but by reason of its being consonant with things, since an opinion is true or false according as it answers to the reality." These principles, then, are refinements of common sense. They are methods of understanding and interpreting the symbols through

which we know the environment. They are the basic ideas by the reinterpretation of which Mr. Whitehead believes fundamental progress may be made.

The graduates of a university so organized and so conducted should after three years of study have some rational conception of the common good and of the methods of achieving it. They might have learned how to use their heads. They might understand how to use them on the problems of the contemporary world. They might have established moral as well as intellectual standards. Their moral standards might endure because they would be based on reason and not on authority and precept alone. They would be aware of the intellectual tradition they had inherited. They should be consciously equipped with the intellectual instruments which we now unconsciously employ. They might be ready to take their place in a community devoted to the achievement of the common good through reason.

But we know that the United States is not a country devoted to the achievement of the common good through reason. We know that we are a people devoted to the acquisition of material goods by any means not too outrageous. What will be the fate, then, of our graduates? They will be, in my opinion, as well equipped for financial success as our graduates are today. But they may not want it; and they should be quite unwilling to use some popular methods of attaining it.

I am afraid, therefore, that I am proposing some notable sacrifices on the altar of reform. The first few generations of graduates of my educational system might suffer the same fate as the martyrs of the early church. They might be that phenomenon horrible to American eyes, financial failures. Yet it is possible that if the one college and the one university for which I hope could persevere, the blood of martyrs might prove to be the seed of an enlightened nation. Like the early church this ideal college and this ideal university might gain strength, power, and influence. They might slowly alter the aspirations of our people. They might become a light to this country, and through it to the world.

THE PRAYER OF THE PUBLIC SCHOOL TEACHER

Margaret Moore

Help me, O God, to see the living truth
Behind the printed page, behind the maze
Of facts and words and dates that I must teach
To minds that blindly grope their way along,
Not knowing what they seek, or how to learn.
Help me to see the truth—and pass it on.

Help me to see the beauty of the world
That lies about me in my daily round;
Let not my heart be closed, my eyes be blind
To sunset glory or the light of stars.
Help me to see the beautiful, and then
To open eyes that else would see it not.

Help me to keep my sense of humor keen,
Nor be upset when little things go wrong.

Help me to laugh with children in their fun,
But still control my mirth, and never stoop
To ridicule of any helpless child.
Help me to keep my humor keen—and kind.

Grant yet one prayer, O Teacher of us all;
That I may never make myself a God
Of Method or Routine; for all such gods
Crush countless souls in their relentless
grasp—

The soul of teacher and of child alike.
Let me not be a cog in a machine;
And grant, O God, that I may never come
To hold the System higher than the child.
Help me to see each soul—and lead it on.

—Exchange

What Conception of the Educative Process Will Best Enable the School to Serve as it Should*

By

Dr. William H. Kilpatrick

It is a great pleasure to be again in Missouri where I know that I have so many friends. It is a pleasure to discuss with you this afternoon the topic: "What Conception of the Educative Process Will Best Enable the School to Do Its Proper Work?"

In order to answer what kind of an educative process we need, we must then ask about that proper work. What is that proper work of the school? And we cannot answer that question until we look into the conditions surrounding us, conditions which the educative process must take due account of, whether it adapts itself to or whether it expects to change them. The educative process is to act appropriately to the situation, appropriately from the lines of the best point of view that we can get.

I wish you then to consider with me first six new needs or insights, or evidences, whatever term you choose. Some of them are distinctly new needs, some of them are distinctly new insights. Six new lines that we must take into account. I say "new"; I don't mean they are 100 per cent new. In that sense there is nothing 100 per cent new. But they are new in some essential respect, some significant respect. I am going to ask you to consider six of these in turn before we ask what conception of the educative process will enable us best to deal with such a situation.

The first of these things is: Life is a more active affair and change is more significant in it than most of us have been thinking.

Life shows itself in reactions to situations. The first evidence, a lower organism works toward ends always. These may be unconscious ends as in digestion, or they may be conscious as in our deliberately chosen restlessness. All behavior is a goal center, both the whole process of behavior and each detail of it. In behavior the whole person acts, acts as a unitary whole. Each part of each organ acts along with the rest to serve the organism. Just as I am talking to you now I must think of what I am saying; I use my eyes to read; I use my voice to address you. If we had the proper instruments for measuring you would find that my heart is beating a little more rapidly because of the demand upon me; my breathing is quicker. We have good reason to believe that the glands of internal secretion are acting differently. The organism acts as a whole and any part that can contribute gets into the action.

Now let us look at Change. We live in a continually changing world. It changes at each moment. I am thinking a different thought in my talk now from where I was three minutes ago. You, in the degree that

you are following me, are likewise at a different point. Life is changing all the time. But in a broader and bigger sense perhaps the actual world of affairs will eventually develop in novel fashion and it develops precariously. It develops novelly in that new is always mingled with the old and familiar. You are in the same place, a good many of you. You have attended many conventions. This is more or less like all the others. Some of you have heard me talk before but no one ever heard me talk on this stage, or say just these things with just this emphasis. The new is present mingled with the old and familiar. I have hardly used a new word, an unfamiliar word, but you never heard these sentences before. Some of you may have heard one or two of them in a like connection but in the aggregate, no, never.

The actual world, first, develops in novel fashion, but it also develops precariously, precariously in that we never know just how our efforts will turn out. I am trying but I do not know how it is going to succeed. I never do know.

Now, life is the effort to deal effectively with this novel, developing, precarious world. That is what life is.

The second one joins immediately onto the first. Study and learning must in turn exactly fit with this struggled conception of life. If each person is pursuing his purpose and he pursues it into the unknown and precarious future, his thinking is, as John Dewey has said, an adventure into the unknown. Study is the effort to grapple intelligently with this situation, which is developing novelly and we have got to study it as it develops novelly, as it develops precariously and we have got to study to grapple with it as precarious. I would have you forget if you can that bookish definition of "study" and in place substitute this active, vigorous one that I have just given you:—that Study is the effort to grapple intelligently—not just grapple, grapple *intelligently*—with this novel, developing and precarious world.

The world of learning then has two aspects, one creative in which the person facing a new situation responds in a new fashion to this novelly developing situation. In this sense man is truly creative. He thinks new thoughts to deal with new situations and even people of moderate ability create in this way. They create new ways of meeting their situations.

The other aspect of learning is that one's new responsibility, if he accepts it to act on it, is built into his structure. We learn, that is we build into soul structure, whatever we accept to act on.

*An address before the Division of Rural and Elementary Schools, M. S. T. A., St. Louis, November 17, 1937.

Study results then in two aspects of learning. On the one hand, we do something that we have not done before. That is the creative period. On the other hand, what we thus create, if we accept it to act on and live by, is built then and there into the structure of one's being. Learning is thus, first, a personal advance, and secondly, a conserving of the advance within the structure of the person.

We used to think of learning as simply accepting what was handed down to us to be learned. We thought of it as a drill and memory process. That conception of learning fits an unchanging world. I don't think it did that very well but it came nearer to fitting an unchanging world. But it does not fit a dynamic, changing world such as we live in. We have to learn how to face new and precarious situations.

In the old method of study the subject matter was set out to be learned and the child had to fit it. He was either bent or broken to fit that which had been set out. The new study is a creative affair. The child is dealing with what is to be a novel and difficult situation. He has to be creative because it is new to him. He has to make a novel reaction because he must face a novel situation and he learns his novel reactions. He learns his novel reactions to this novel situation and because he acts as a unit or a whole, all parts of his organism act together in pursuance of the purpose. Because this is so he is changed all over and through by his learning. He thinks differently, he feels differently, he has different impulses, his physical movements are different—he is changed all over and through.

The old, first takes the subject matter and tries to make the child learn it. The new starts with the child and tries to get him at work, and wholeheartedly at work, at work on higher and higher planes so that he may learn as he lives. This is the new conception of study and learning, a conception to fit, built to a new conception of life.

The third thing—we have thus come in a new way to an understanding of the whole child and the possible maladjustment of his personality.

I was talking this morning at breakfast about a certain educator, known to many of you—if I would give his name you almost all of you would recognize it—and we agreed that this educator was a difficult person to get along with because he was a person maladjusted and in interference with everything that he did. Now such people learn to be maladjusted. Most of it is learned. Then we who have to deal with the young, whether as parents or as teachers, we must have regard to all aspects of each child that they fit together; that he is so learning that all parts of his being join happily, fruitfully together so that he comes out of this learning situation a more wholesome personality. Whatever the child does unfolds all sides and aspects of his being. If we overlook or disregard any of these, we may damage him irreparably. If we think only of what he is learning intellectually and disregard the attitudes that he is using, disregarding his emotional life, then

we may expect that emotional life to be hampered, thwarted, misdirected in some way. We have got to take account of the whole child all the time.

Now, fortunately for us, the whole purpose of his activity is the surest means of getting the whole child helpfully at work. But we must watch incipient signs of maladjustment, we must watch them in order that we take them in time before they outgrow us. The old way of assigning subject matter, giving marks, stressing competition, these things often made maladjustment possible. A sense of inferiority is easily built in the child who finds himself handicapped in the struggle. Resentment, failure and a feeling of inferiority very easily go along together. We must so watch these children that they do not grow into the maladjustment molds.

Must Learn to Live Well

The fourth thing:—Our preparation on the whole naturally helps in pursuing the good of life. Our religious heritage minimized this world except as preparation for the next. Now we have practically all come to the place where we believe it right to seek happiness here and now, the happiness of all together. Many of our people are crude in their pleasures. Most of our people need a wider range of interests and most of them need more refined interests.

The school must work for this good life; the pupils must actually live the life in school and out of school, for as we shall in a moment discuss more at length, unless they live the good life they are not learning the good life. It may happen, it often can happen, it should frequently happen, that the schools greatly control the whole community. Better reading art, not simply as a means of learning but actually for the enriching of life, better music, more refined dancing, better taste in radio listening, better taste in many other things of life,—these are some of the lines along which the school can work.

Must Become Intelligent About Social Problems

The fifth thing.—In the great depression we became suddenly aware that all was not right with our world. We found millions out of work, widespread relief prevalent. Those of us who studied into it realized perhaps for the first time that one-third of the American people, even at the height of prosperity, lived on less than a decent standard of living. Capable students of the subject tell us that we could if we would produce enough current wealth to banish all poverty, and give reasonable comfort to everybody. We could if we would, but we do not. Also we have found out that there are great inequalities of annual income. We have known that all the time, but listen to how great they are.

Imagine all of the families of this country distributed, those at the bottom that get the least income, those at the top that get the most: one-tenth of one per cent—one-tenth of one per cent—at the top get an annual income equal to 42 per cent of those at the bottom. One-tenth of one per cent at the top gets an income equal

to 42 per cent of the families in this country all put together at the bottom. That is an intolerable inequality and what is worse, it tends to become hereditary. Those who grow up from those 42 per cent, they are more than likely to be in the 42 per cent at the bottom the next generation, and those that live in this one-tenth of one per cent at the top, they are more than likely to live in the one-tenth of one per cent at the top in the next generation. These differences in a most undemocratic fashion tend to become hereditary.

As soon as we think these things through we find that what has been called the American dream has largely vanished. Once it was true that any willing and able bodied man could hope by his own work to become economically independent and literally independent so that it didn't make any difference to him whether other people prospered or not. He could on his own farm, with his farm family, he and they could become independent. But now we have all become dependent, dependent on business conditions. When business conditions are bad, we all suffer together more or less. The depression showed it. In other words, we have become inter-dependent. I said the depression abundantly proved it that we are inter-dependent.

All these things bring strains and tension in our midst. We have many new problems, some of them very urgent problems. We need social intelligence as never before in order to deal with these new problems. Fortunately for us social intelligence can be built. We have in the last 300 years built scientific intelligence. We must now set in and build social intelligence. The elementary school can help to begin this process.

A New Sense of Democracy

Sixth and last of the points I will name is that in many ways we need a new sense of democracy.

It is true that in many ways we have become newly sensitive, have developed a greater sensitiveness than formerly. A hundred years ago the insane were put in jails, literally put in jails, and often they were beaten, and the jails a hundred years ago were unspeakably filthy. We have improved. A hundred years ago we had practically no hospitals. We now have many hospitals. These things are true but we need more democracy yet. We need a greater sensitiveness yet corresponding to this inter-dependency. We need to incorporate an altogether increasing sense of working for the common good. The old definition of democracy corresponded with the idea of independence, each man for himself. Now since we have become interdependent we cannot rely each man upon himself. We must somehow become concerned for the common good and learn how to work together for the common good as never before.

All these things mean the school must work for social mindedness now in a way that formerly was not necessary. Our children must study their communities. They must work for the improvement of their communities. And as they get older they must study

the problems not only of the local community but also of the state, the nation and the world, because what happens in Europe, what happens in Asia now concerns us. We have got to study those things. We must I say build a new social intelligence.

What Kind of School is Demanded?

Now, these six things put together help us to see a new situation confronting us. We are now ready to ask: What kind of an educative process and what kind of schools can answer to the new demands? And in answering this, it seems wiser that I should be rather general than specific because general principles will fit all schools. If I tried to be specific it could be for only one type of school. As brought out above, the old school built its own subject matter set out to be learned. It put the subject matter first, and as I said, then bent or broke the child to fit. It disregarded, to a greater or less degree, every one of the six new demands listed above. It failed explicitly to take care of a changing world. It acted as if we knew the future and could tell the children now what they would need to know later. We could tell some things. We could tell them some words, yes, the arithmetic combinations, yes—but those are not things that most count. We have got to build up a set of people that deal with an unknown and precarious future on its terms.

Learning in that older way instead of being creative was a drill, a memorizing process. It did not much care whether the child accepted what he studied if only he would recite it often enough. It disregarded the whole child. It was quite willing to force him by threats and coercion to study what he could hardly understand. It knew nothing of personal adjustment and looked to punishment and firmness to make the child behave properly.

I wish I had time to discuss—I would like to take some of the families and children that I grew up with as a boy and point out to you, as I easily could, how the firmness and punishment which their parents meted out to them were exactly the things that ruined a large proportion of those young people. I could tell you name after name of boy and girl that grew up to an unworthy life because their parents had never given them the chance to be personalities in themselves.

That older school disregarded the good life as living outside of its realm. If it taught Literature or Art, it was so formally done that it could reach only the few. The community, it practically shut out from the schools, or at best—as is true of too many schools right now—they learned about the community but did not enter into the community. They did not work for the good of the community and they were afraid to study modern social problems or they were not interested.

The new school must start then with the child and not the subject matter. But it takes the child as growing up in society, not the child as a social atom.

This child is naturally active, naturally interested in something. He will, if he is permitted, set up goals of his own and he will pursue them. We must start then where he is because only as he is interested will he really work. We help the child, or better the group of children, to choose something to do best, the best among their present interests, as far as we can manage it. We help them to plan how to manage their enterprise, and in all of this we wish them to accept the responsibility for what they do, for if they accept the responsibility they will work better and they will learn better.

They must themselves live what they are to learn. I cannot too much emphasize that. If they practice responsibility, and the responsibility that they practice so works out that they continue to accept this responsibility, if these things are so, then they will learn responsibility along that line. They will learn what they accept to act on and it will stay learned with them as long as they continue so to accept it. Let me repeat that. I wish I had an hour more to tell you how fundamental that statement is. *They will learn what they accept to act on.* They will learn it. They can't help it. In the degree that they accept it, in that degree they learn it, right then and there. *They will learn what they accept to act on, and it will stay with them as long as they so accept it.* If then they really study how to manage and accept this as their way of doing, then they will grow that way. They will learn what they accept to act on and live by; they will learn it—they can't help it.

If they are genuinely interested, they will learn better. We learn what we like and we learn it in the degree that we can truly like it—*truly like it*—inside and out. In the degree then that they are interested, they will like it; in the degree that they like it, they will learn it.

If our pupils, for example, make distinctions as they plan and work, and if they appreciate the results that flow from those distinctions, then they learn those distinctions. They build them into soul structure and what is so learned, they will later live.

We can carry this further. If they live together, if they decide on fairer ways of living together, if they respect each other's feelings, if they act with a finer sense of justice, if they live more fully with more attention to the best that they know, if they do live these finer things and upon trial of them accept them as their ways of living, if these things are so, then they will grow that way. If they do these finer things, let me repeat, and upon trial accept them as their ways of living, then they will grow that way. It will come to pass what they do truly and inwardly live. That will come to be.

Our task as teachers then is so to work with our children that they live lives of such quality that we are glad to have those lives built into their characters and personalities.

We shall help them at each stage how to live best for as we help them to think, we

help them to think and decide and act, so they will learn what they accept to act on. If we force it upon them, we lessen their acceptance. Shakespeare said, "The quality of mercy is not strained." The good life is not strained. You cannot force it on anybody. He has got to live it in his own life. We have got to work with them so that they can live that life from within themselves, wishing it, and if they live it from within themselves wishing it, they will grow that way. But if we push it upon them, be it ever so good a life on the outside, if we push it upon them and they do not accept it, they will not learn that way.

These things being so we should use coercion only to avoid an unfortunate situation and then when we use it we will know the danger that we run. Our task then will be that those children around us shall grow as self-directing personalities, live the finest kind of lives and grow as self-directing personalities in that fine living.

We want them to be self-directing personalities, then we wish them to take that as they grow older and older ever more into account and take it ever better into account. If on the other hand our pupils are awkward, are selfish, are boisterous, or if they cannot create, if they prove non-resourceful, if they do not think before they act, if these things are true of our pupils, then we have failed. We have just by that much failed. If our pupils do not grow in range and in depth and quality of interest, we have by that much failed and we must study why we have so failed and we must try better ways. If we find our children are easily discouraged and give up, then again we have failed and we must study why because we have fallen down. We should be able to manage better.

Whenever our pupils live any of these inadequate ways and accept them as their ways, they grow that way. We are at least partly at fault.

We shall then in our school not teach separate subjects. No; we shall find life—Life!—and Life will call forth the subject matter as is needed. If the pupils live the subject matter as life calls forth, if they live it, they will learn it; if they do not live it, they will not learn it.

We shall encourage our children to study the communities in which they live, the community and its needs and possibilities. If possible we will, together with them, plan some social, useful work to improve the community. If we can do this, we shall, or may be able to have been in some way responsible to have the grown people work with us in these plans. And we shall be very glad we can do this because these grown people will add dignity and worth to what our people do and the grown people will help these youngsters to set up standards and will help them to judge and help them to approve the good things and the children will learn better because what they do has greater significance to them.

We shall as the children get older study some of the problems of the community, some

of the problems, some of the things that are and ought not to be. We shall of course have to be very careful not to stir up anger to hurt us or to hurt our way of teaching. But those things need to be studied.

Also, we must try to get our pupils interested in that broader world, its beauties, its interesting history, its problems, the different ways in which other people live and solve their problems. In such ways we may hope to broaden their horizons, increase the range of their interests while at the same time by power of contrast they are learning better how to study their own country.

These then are some of the ways in which an educative process can get to work, some of the ways in which by the element of school we can work for finer living of all the children of our own people. There is no end to the possibilities here, no end to the possibilities and it is summed up in one sentence. It is a question of living. If we can get our young people to live finer and richer lives, really to so live and like it, then they will grow that way.

That is the concept of the educative process that we have to follow if we are going to meet the situation that is actively confronting us in all our world today.

Officers Of Our City-District Associations

Missouri has nine District Associations, three of which are composed entirely of teachers within their respective city school districts. The three cities that maintain separate district organizations are St. Louis, Kansas City and St. Joseph. These cities are markedly loyal to the program of their State Association furnishing each year about 5,000 members which represents approximately 100% of all the teachers in their districts.

The present officers of the St. Louis District are:

Hilda Hageman, St. Louis, President

Mathilda Winkelman, St. Louis, Secretary-Treasurer



The present officers of the Kansas City District are:

Troy Smith, Kansas City, President

J. Franklin King, Kansas City, Secretary

The present officers of the St. Joseph District are:

Ruth Spangberg, St. Joseph, President

W. D. Bracken, St. Joseph, Secretary-Treasurer.



The Tenth Annual Conference of the Federation of Student Councils of the Central States

Contributed

FORTUNATE INDEED were the students and sponsors of the twenty-four Missouri high schools which were represented in the Tenth Annual Conference of the Federation of Student Councils of the Central States which was held at Central High School in St. Joseph, October 15-16, 1937, for there they were privileged to meet with delegates and sponsors from other high schools in Iowa, Oklahoma, Kansas, Arkansas, and Nebraska. In a program arranged to function under student leadership, general and group meetings were held in which the majority of high school problems were touched upon and freely discussed. The range of activities now handled through student councils under faculty supervision as brought out in these discussions proved startling to high school teachers who attended the Conference for the first time.

This Conference is the outgrowth of a meeting called in 1928 by Miss Louise Barthold, Dean of Girls and Sponsor of the Student Council of St. Joseph's Central High School. To her belongs the credit for planning and organizing this year's Conference.

Dr. John Rufi of the School of Education and R. L. Davidson, Jr., Director of University Extension, of the University of Missouri, attended several of the meetings on the first day. Dr. Rufi writes of the Conference: "I consider this one of the most significant meetings I have attended. I was delighted with the meetings. I cannot imagine a finer group of high school boys and girls than the ones assembled there.—I consider this one of the most heartening meetings I have attended in a long time."

In the first General Meeting, Miss Calla E. Varner, Principal of Central High School, extended a word of greeting to the Conference. She expressed the school's gratitude that the organization had assembled for its tenth meeting in the same institution where, ten years before, delegates from eleven high schools in Kansas, Nebraska, and Missouri had met for the purpose of learning what the other schools were doing in the matter of student participation in government. From that meeting, had developed the Federation whose growth has been continuous.

Dr. Fred B. Dixon, Principal of the Hickman High School of Columbia, Missouri, sounded the keynote of the Conference in the one formal address, "Democracy in the Next Decade." In this, Dr. Dixon pointed out the fact that American institutions would be able to resist any dictatorial tendencies as long as students learn the principles of good citizenship in school and share in solving the problems of governing themselves through their serving in student councils. After emphasizing the fact that student self-government did not exist in high schools but in reality was

student-participation in government, Dr. Dixon outlined the values arising from such participation saying that it affords: first, an opportunity to students to practice being good citizens; second, a vital and practical training in leadership; third, a means of promoting loyalty; and fourth, the best means of teaching responsibility and the way toward making intelligent choices. He closed with the injunction: "We must not fail to-day to practice democracy; tomorrow may be too late."

The remainder of the programs of the Conference were entirely in the hands of students with the sponsors occupying the role of interested auditors.

Exceptionally interesting was the Friday afternoon General Meeting in which 31 student delegates told the assembly in two-minute speeches about their schools' "Best Projects." No one could question the fact that these students were getting actual training for life as they discussed the outstanding work of their organizations: work which ranged from assuming charge of the rental and care of several hundred caps and gowns which the School Council had purchased, to conducting safe driving courses after school hours. A mere enumeration of the topics presented is illuminating. Activity tickets; Christmas Drives for the town's needy families; book showers for American Legion Hospital work; noon hour activities (Maryville College High*); drive to counteract the allure of "snap courses" (Albany); physical education review (Excelsior Springs); financing the convention (St. Joseph); Senior Farewell—annual Candle Service—(Smith-Cotton High of Sedalia); school dances; school parties; school movies; school publications; hand books; style book for girls; papers; annuals; Annual Basketball Tournament Program Sales (Savannah); system of awards other than to athletes (Hickman High of Columbia); booster sticker sales; clubs; and the operation of a school pop stand to finance student activities (Springfield); hand books and activity tickets (Nevada); school paper (Fairfax); orientation course for new students (University City).

The York, Nebraska, delegate sounded a challenging note when she declared that their student council had adopted as its motto the three Ls: *Living, Leadership, and Loyalty*, and followed these as an example to the rest of the student body.

Upon the adjournment of this meeting, eight discussion groups assembled in different rooms and debated these outstanding student problems:

1. Problems in the organization of a student council.

*Reports given by students from Missouri Schools.

2. Powers of the student council.
3. Worthy activities of the student council.
4. The social program in the high school.
- 5 and 6. Clubs, assemblies, and pep organizations.
7. Financing student activities.
8. School and student council publications.

Students and sponsors were at liberty to move freely from group to group seeking information to carry home.

Saturday morning, the third general meeting was held in which three topics formed the basis of discussion. "Interpreting the Student Council to the School" was presented by Topeka High School's representative. East High School of Sioux City discussed the question, "Faculty Leadership in the Council," and Central High School of Omaha took an optimistic attitude in answering the question, "What of the Future?" In the business session which followed, Field Kinley High School of Coffeyville, Kansas, was chosen as the meeting place for the 1938 Conference with Parsons High School of Parsons, Kansas, as the alternating host.

The Sponsors attending the Conference held a brief meeting Friday evening at which they made plans to enlarge next year's program to include a sponsors' meeting with a definitely planned course of procedure.

The regular work of the Conference was interspersed with a variety of entertainments

which included: a breakfast for the four schools which had been represented at the ten annual meetings; two luncheons; two teas—one given by the Central National Honor Society Chapter for the student delegates, and one given by the Central faculty for the visiting sponsors; and a formal banquet and dance in the Crystal Room of the Hotel Robidoux which was sponsored by the St. Joseph Rotary Club. Delegates remaining after adjournment were the guests of Central at the football game versus Tarkio in the City Stadium.

Central High School is very proud of the outcome of the Conference and believes that it has been an inspiration to her students as well as to those who assembled from other high schools. The success of the student council in arranging the details of the Conference which included the raising of a \$500.00 fund to finance it in April and May and the individual efforts to earn this money by working as clerks or even coal-shovelers; the co-operation of the St. Joseph Rotary Club, the Chamber of Commerce, and many local business concerns in contributing financial assistance; the support of Central's friends and patrons in housing so many delegates; the unanimous support of her faculty and student body—all these and many other factors have combined to make the Tenth Annual Conference of these Student Councils an unforgettable memory—and an experience which will prove invaluable to those who participated actively in it.

Stimulating Interest in Historical Materials

Blanche Camden, Jefferson City Senior High School

THE INCREASED INTEREST of movie producers in pictures with historical background and the present trend toward the reading and writing of historical novels have a significance that the social studies teacher cannot afford to overlook. Probably the best use of fiction is to portray social conditions. It provides a pleasing avenue of approach to the student who "just never could get interested in history" and "always found social studies his hardest subject." In order to encourage students to read widely and develop an interest in historical material generally I am attempting to give recognition and direction to certain individual and group activities of my students this year. The emphasis has been upon historical novels, movies, magazine articles on current problems, and such books as *Adam's March of Democracy*, *Beard's Rise of American Civilization*, and *Van Loon's Story of Mankind*. The purpose of this article is to show the method used and to indicate the nature of the response by listing kinds and amount of material selected by the student together with his expression of approval or disapproval if he has chosen to give it. Because he was resourceful and things suggested themselves to him as being worth the doing, he sometimes chose for himself things to do different from the usual. These are mentioned also.

My students are sophomores and juniors enrolled in world history and American history classes. Some have a real love for books and might wish for "books but few—some fifty score for daily use"; but no small number of them are the kind who will read only if approached with the right book in the right way. The last half of the race is easier when we propose the running of it ourselves; for that reason most of this work is extra and the doing of it is optional. There has been much encouragement to do individual work through reference to certain books and quotations from them and through displaying lists of titles taken from such books as *Historical Fiction and Other Reading References* by Hannah Logasa and "American Ideals," a recent publication of the National Council of Teachers of English. To furnish book lists is not enough but you must bring books to people. So in the supervised study period we sometimes borrow from the library volumes from the *Pageant of America* series, copies of *Beard's* and *Adams'* books, and others. We have also a shelf of books, largely high school texts, which are always in the room. The teacher who depends upon the students' interest to cause him to do the proposed task may not have an easy time putting her idea across because her work may have to be done in the margin of time that is left after the

required assignment is finished. But the case for the voluntary method is not as bad as it seems because there is cooperation between departments and the teacher of English who require a certain number of novels, biographies, and essays is willing that they shall be selected with regard to their historical significance; and sometimes the fact that a thing is not required makes the doing of it seem more desirable.

Realizing that the student learns an appreciable amount of pick-up history through novels, magazine and newspaper articles, trips taken, radio programs and similar means and that as experiences some of these have meant so much to him that he would like to pass them on to others, I asked my students to keep individual records of their experiences. They were to record on four by six cards the names of novels and magazine articles read and tell in which library they were to be found. They were requested to give the names of radio programs habitually listened to, and to mention trips taken. All were to have historical significance, the student to be the judge. The cards were to be kept in a filing case in the classroom where they were accessible for daily recording of items. The usual question "Will we get extra credit for this?" was answered with "Most of the things we get promotions for ultimately and from which we derive the most happiness are self-imposed tasks done for the joy of doing with no thought of credit. These are things which you may or may not do. They are definitely not required."

The response has been gratifying, more so than usual; the method is not a new one with me. Here are three samples from the card file.

STUDENT I

Books

The Last of the Mohicans, Cooper. Very good from the standpoint of history. Poor from the standpoint of English. About the French and Indian war.

Inside Eurone, Gunther. Very interesting.

Eve of the Revolution, Becker. Many good points in regard to the Declaration of Independence.

Growth of the United States, Harlow. Radical viewpoint on the Declaration of Independence.

Epochs of American History, Hart. He does not tell just plain facts but dresses them up a little.

March of Democracy, Adams. Good discussion. Rather easy to understand.

Biography of Thomas Jefferson, Lisitzky.

Biography of Franklin.

Articles of Confederation, Fiske.

Movies

"Souls at Sea." Deals with slave trade.

"Maid of Salem."

Trips

A trip through the South. I visited a number of old southern landmarks.

STUDENT II

Books

Portions of Van Loon's Story of Mankind; Drums Along the Mohawk, Edmonds; **Gone with the Wind**, Mitchell; **Tale of Two Cities**, Dickens; **History of World**, Myers.

Portions of H. G. Wells' Outline of History. Consider his ideas a little far-fetched.

Enjoyed biographies of Edward Bok, Alexander Hamilton, and J. D. Rockefeller.

Magazines and Papers

Newspapers and news flashes daily.

Readers Digest. Complete book every month.

Read Time weekly almost completely every week.

Movies

"Last of the Mohicans," "Charge of Light Brigade," "Life of Emile Zola," "Souls at Sea," "Prisoner of Shark Island."

Travel

Trips to Williamsburg, Va., Washington, D. C., Gettysburg, Pennsylvania, New York, N. Y., Salem, Gloucester, and other places of historical importance. Am making a notebook on Greek mythology.

STUDENT III

Books

To Have and To Held, Mary Johnston. I didn't like it because it was all mixed up. Took place in the early days along about the time Jamestown was discovered.

Movies

"Souls at Sea." Very interesting.

"Prisoner of Zenda." Very good.

Students have a tendency to read the same books because everyone knows what everyone else is reading and the fact that another student has enjoyed a book is a good recommendation.

Some things of value to the group as a whole have been attempted by individuals and groups. One of the boys who liked Ezra Meeker's story, *Ox-team Days on the Oregon Trail* made a list of books on pioneer life. It contained some books that were just history books with good chapters on the westward movement but it included also such stories as Sperry's *Wagons Westward*, Hough's *Covered Wagon*, and Boyer's *The Emigrants*. He told me that he got his list from other boys, from suggestions in pioneer books, and from his own reading. The list was typed, giving of course the name of the student who had made it, and placed on the bulletin board. Other students have started a sort of scrap-book to show the "Horrors of War." It contains this quotation from "Drums Along the Mohawk:" "As they proceeded they began to pick up more strongly the odor of decay that the woodsman had spotted long before. It became an overpowering stench. It rose up in their faces like a wall, through which they felt they could hardly pass. — Helmer said, "God! Come on," and they went down the incline and along the corduroy.

"Some of the soldiers looked curiously right and left, but Gil, after one glance, kept his eyes to the track. And even then more than once he had to step carefully round the disintegration of the dead.

"They lay, not as they had fallen, but as the foxes and wolves and Indian dogs had left them. The grass or ferns were trodden down around each body, impartially, horse or man, Indian or white; and the half-opened skeletons were like white roots of a miasmal wilderness.

"Here the dead lay so close together that the preying animals had not disturbed them all—postured as they had fallen, in the attitudes of fighting or grasping the earth with swollen hands."

And this statement came from the text in our study of the War of 1812:

"In the Battle of New Orleans, Jackson drove the British back with terrible slaughter laying two thousand of their number on the field in a battle of twenty minutes duration."

In the selection of movies and radio programs we have attempted to direct the students; but as yet results are meager. We have secured the names and dates of movies that

are coming soon and students have put with the schedule on the bulletin board criticisms and reviews of the movies from *Time* and other magazines. They attempt to answer the question, "If you could see only one of these pictures which should you choose?" "Conquest" is to be shown at our main theater

soon and there has been mention of this being a good time to read a biography of Napoleon and that the "Road to Glory" is one of the most readable ones. Radio programs with historical significance have been listed by a student committee. Calling attention to the time and nature of the program.

COMMITTEE REPORTS

Presented To and Adopted By Assembly of Delegates M. S. T. A. Convention,
November 17, 1937—Continued from December issue

Report of the Committee on Teachers' Salaries and Term of Office, 1937

ACCORDING to data assembled in the office of the Missouri State Teachers Association, the amount of money spent for salaries of public school teachers in Missouri was less for the school year 1934-35 than for any other year since the school year 1923-24. From these data the logical conclusion is that during the school year 1934-35 the general level of teachers' salaries in Missouri was lower than for any other year since the recent decline began. The same conclusion is suggested by other data also.

The Committee on Teachers' Salaries and Term of Office reported in 1935 that for the school year 1934-35, as compared with the school year 1933-34, it found increases in the salaries of five of the twelve classes into which teachers were divided in its report, and decreases in the salaries of the other seven classes. It is significant that the increases reported were mostly in the smaller schools. Apparently, the considerable increase in State aid for the school year 1934-35, as compared with the school year 1933-34, served to reverse the downward trend of teachers' salaries in only those schools that depend largely on State aid for their support, leaving the

movement had been and how far it had gone. Consequently, questionnaires were sent to all county superintendents and to all superintendents of city and town school systems, except those of the two largest cities, asking for salary data for the current school year. Replies from ninety-one county superintendents and 574 superintendents of city and town school systems were received in time for use in the preparation of this report.

In order to facilitate comparisons, the data sent in by superintendents were tabulated in accordance with the plan adopted by the Survey Committee appointed two years ago and responsible for the report entitled MISSOURI PUBLIC SCHOOLS. The averages shown in that report were used as bases of comparison for all classes of school districts, except those employing more than forty-five and fewer than four hundred teachers each. Since data for the current school year were received from only sixteen districts of that class, data from the same sixteen districts were used for the school year 1934-35. Table I shows average annual salaries for the school years 1934-35 and 1937-38, based on the two sets of data mentioned.

The data presented in Table I show that during the last

Table I

Average Annual Salaries of Missouri Teachers for the School Years 1934-35 and 1937-38

Classes of Districts and Teachers	School Year		Per Cent of Increase
	1934-35	1937-38	
Rural Districts, No High Schools Maintained	\$ 460	\$ 569	23.7%
Districts Employing 1-4 High School Teachers			
Average annual salary of superintendents	949	1,119	17.9
Average annual salary of other H. S. teachers	715	816	14.1
Average annual salary of elementary teachers	503	616	22.5
Districts Employing 5-7 High School Teachers			
Average annual salary of superintendents	1,524	1,606	5.4
Average annual salary of other H. S. teachers	885	979	10.6
Average annual salary of elementary teachers	609	692	13.6
Districts Employing 8 or More H. S. Teachers but Fewer than 45 Teachers in All			
Average annual salary of superintendents	2,097	2,295	9.4
Average annual salary of H. S. teachers	1,097	1,142	4.1
Average annual salary of elementary teachers	737	834	13.2
Districts Employing More than 45 and Fewer than 400 Teachers Each			
Average annual salary of superintendents	3,611	3,801	5.3
Average annual salary of H. S. teachers	1,293	1,417	9.6
Average annual salary of elementary teachers	1,063	1,112	4.6

general average of salaries lower for the latter than for the former school year.

Since the school year 1934-35 teachers' salaries in Missouri have been moving upward. In view of that fact, it seemed to your Committee to be worthwhile at this time to determine, if possible, how general the upward

three years there have been salary increases in all types of schools in the State, exclusive of the three largest cities, for which no data are presented, and that in general the per cent of increase has been in inverse ratio to the size of the school systems, a condition probably traceable to the influence of State aid.

While salaries in general have been advancing at a gratifying rate during the last three years, there are still instances in the State of teachers receiving only \$25.00 a month, also instances of districts paying teachers less than the amount of State aid received. Furthermore, eight counties reported average rural teachers' salaries for this year ranging from \$55.11 to \$58.59 per month. Seven of these counties are north of the Missouri river, and the eighth is one of the better agricultural counties south of the river.

No district receiving equalization aid should this year be paying its teacher less than \$70.00 a month, since \$560.00 is approximately three fourths of the amount a one-teacher district will realize from its minimum guarantee, which is based on a local tax rate of twenty cents per \$100.00 of the assessed valuation of the district.

The relatively low salaries in some counties are due largely to the fact that a considerable number of districts in the counties, more than half in some instances, fail to qualify for equalization aid because of low average daily pupil attendance. The only remedy for this condition would seem to be the elimination of such districts.

The average number of years that Missouri teachers have been in public school service is 21.05 for those in the three largest cities, 11.18 for those in the other first-class high school districts of the State, and 6.73 for those in rural schools and districts maintaining high schools below the first class.

Your Committee presents no data showing the length of time teachers in the three largest cities remain in the same position. It does, however, present such data for rural teachers and teachers in high school districts outside the three largest cities. Table II shows the per cent of rural teachers remaining in the same position 1, 2, 3, etc. years, and Figure 2 shows the average number of years superintendents, high school principals, and high school teachers, in first-class high schools outside the three largest cities, remain in the same position, also the trend of their tenure over a period of sixteen years.

It will be noted from Table II that more than 45 per cent of the teaching positions in rural schools become vacant each year, and that less than three-fourths of one per cent of rural teachers remain in the same position more than ten years. The data presented do not mean

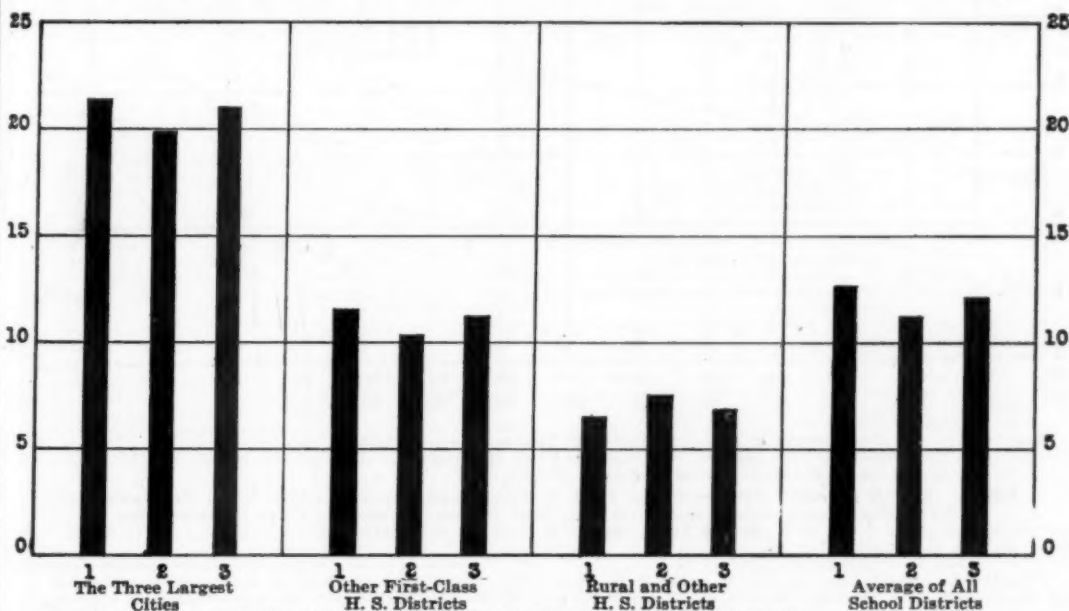


Fig. 1. Average Years of Public School Service by Missouri Teachers.

Tenure

The term *tenure*, with reference to teachers may denote either continuance in the profession or continuance in a particular position. In either sense, the term suggests a problem of considerable importance. Consequently, your Committee presents data showing both the length of time teachers in different classes of schools have been in the profession and the length of time they have held particular positions.

Figure 1 is based on data obtained from almost 22,000 teachers by the Retirement Research Committee less than a year ago, and shows the average number of years of public school service for teachers in the three largest cities of the State, in other first-class high school districts, and in other districts, including rural districts and districts maintaining high schools below the first-class.

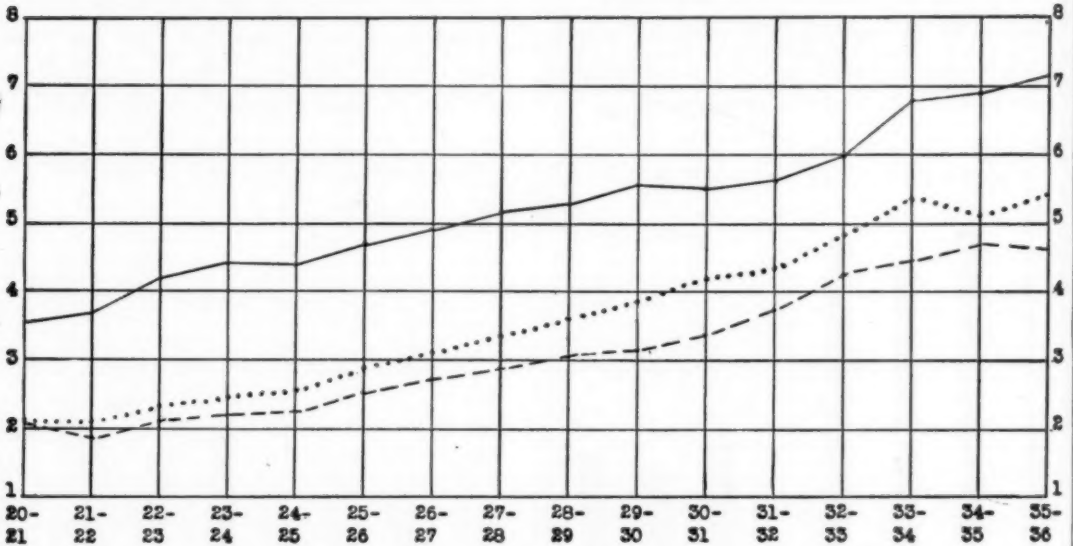
that more than 45 per cent of the teachers in rural schools are new to the profession each year. Other data at hand indicate that approximately half of the teachers who are new in their positions each year are also new to the profession. Rural teachers frequently change from one position to another, sometimes through failure of boards to re-employ them, and sometimes through choice on their part. Changes frequently are made for the purpose of improving salaries or working conditions. One county superintendent reported that, of the 74 teaching positions in the rural schools of his county, 41 had new occupants at the beginning of this school year, but that of these 41 new occupants only 13 were beginning teachers. This probably is an extreme case, but it illustrates the point that is being made.

Table II
Per Cent of Rural Teachers in the Same Position the Number of Years Indicated

Per Cent of Teachers	Years in the Same Position										
	1	2	3	4	5	6	7	8	9	10	10+
	45.88	27.10	12.24	5.83	3.43	2.08	0.99	0.69	0.54	0.50	0.72

Figure 2 is based on a study of ninety first-class high schools in all parts of the State, exclusive of the three largest cities, and shows the average tenure of three classes of teachers over a period of sixteen years, beginning with the school year 1920-21 and ending with the school year 1935-36.

Figure 2 shows a steady and pronounced increase in the tenure of superintendents, high school principals, and high school teachers during the sixteen years from 1920 to 1936. The average tenure of superintendents increased from 3.53 years to 7.16 years, or 103 per cent. The average tenure of high school principals increased from 2.03 years to 4.57 years, or 125 per cent. The average tenure of high school teachers increased from 2.12 years to 5.37 years, or 153 per cent.



Legend: — Superintendents; High School Teachers; ---- High School Principals.

The numerals at the left and right indicate years of tenure, and those at the bottom indicate school years beginning with 1920-21 and ending with 1935-36.

Fig. 2. Average Number of Years in the Same Position, Superintendents, High School Principals, and High School Teachers in Ninety First-Class High Schools, outside the Three Largest Cities, School Years 1920-21 to 1935-36, Both Inclusive.

Recommendations

The Constitution of this Association makes it the duty of the Committee on Teachers' Salaries and Term of Office "to investigate teachers' salaries and term of office in Missouri and make recommendations, including a scale of salaries". The mandate that recommendations be made has been largely ignored for a number of years, and your Committee this year chooses to ignore a part of it. In the opinion of the members of this Committee, it would be unwise to recommend a scale of salaries, especially at this time, when salaries in general are showing a marked tendency to advance to higher levels. It would be futile to recommend a scale of salaries that could not be reached, and bad policy to recommend a scale whose parts might be looked upon as maximums by school boards that could go beyond them.

Instead of recommending a scale of salaries, your Committee makes bold to suggest legislation that will do two things: (1) require every school district that receives equalization aid to spend each year for school maintenance an amount at least equivalent to the amount actually

realized from its minimum guarantee, the part of such expenditure going for teachers' salaries to be the part implied in the law as it now stands; (2) require each district that does not qualify for equalization aid to spend each year for school maintenance at least as much as it would have been required to spend if it had qualified for equalization aid, the penalty for failure to do so to be automatic forfeiture of its district organization.

Such legislation would put an end to the payment of the ridiculously low salaries now paid in the rural schools of several counties, and would bring about a considerable increase in the salaries paid by many districts that maintain small high schools. It would also result in the elimination of numerous rural districts that no longer have any valid excuse for existence.

As regards tenure of teachers, your Committee refrains from making any definite recommendations. The fact that Missouri is one of only six States with laws requiring the annual election of teachers (there are some exceptions to this requirement in Missouri) would seem to suggest the desirability of some legislation governing the contractual period. The members of your Committee are of the opinion, however, that definite legislative proposals should await more information than is now available as to the effect on teacher tenure produced by the several types of tenure laws now operative in other States. Consequently, we recommend that a study of the effect of such laws be made during the coming year, and that the findings be reported by the next committee on Teachers' Salaries and Term of Office.

Committee on Teachers' Salaries and Term of Office

Vest C. Myers, Cape Girardeau
Hugh K. Graham, Trenton
James R. Shepherd, Kansas City

Report of the Committee on Professional Standards and Ethics

It is the opinion of the Committee that the adopted Code of Ethics of the Missouri State Teachers Association constitutes a useful and worthwhile guide to professional ideals and conduct. It is suggested that:

1. Each member of the Association have a copy of the adopted Code readily available and study it with care.

2. That steps be taken to familiarize new members of the profession with the provisions of the code. That may be done in teacher training institutions and by school administrators.

Respectfully submitted,

L. G. TOWNSEND, Chairman,

Report of The Retirement Drafting Committee

SOON AFTER the meeting of the Missouri State Teachers Association in Kansas City last fall, to be exact November 23, 1936, the Executive Committee appointed a retirement law drafting committee to prepare a proposed bill to submit to the General Assembly that convened in January, 1937. This gave the drafting committee less than two months to prepare the proposed bill.

The short time in which the bill was to be prepared made it necessary to ask for help from many sources. Among others, the resources of the Fact-Finding Committee were drawn upon to gather together the needed basic data and the services of Mr. George Buck, Actuary, New York City, were obtained.

An information blank was placed in the hands of all the teachers in Missouri by the Fact-Finding Committee and replies were received from approximately 24,000 teachers. Certain tabulations were done by the Fact-Finding Committee and the data were placed in the hands of Mr. Buck, in order that his suggestions might be obtained.

In the meantime the Drafting Committee held five meetings and considered the general policies and points of view to be used as guides in the drafting of the proposed bill. Finally, with the assistance of many educators the details were woven into shape, approved by the Drafting Committee and by the Executive Committee on February 19, 1937. It was introduced by Representatives Hamlin of Marion County and Hamlin of Greene County on February 26, 1937, as House Bill Number 330. (Copies of the bill are on file in the Headquarters Offices of the Missouri State Teachers Association.) The Bill was referred to the Education Committee of the House and hearings were held. The Education Committee prepared a proposed Committee Substitute and ordered it printed March 26. After a hearing a sub-committee of the Education Committee prepared a Committee Substitute for House Bill Number 330 and was reported from the Committee on Education of the House March 31, with the recommendation that it be passed by the House of Representatives. (A copy of the Committee Substitute for House Bill Number 330 is on file in the Headquarters Offices of the Missouri State Teachers Association.)

In the course of time the bill came before the House for brief consideration and was postponed from time to time with only a small amount of discussion. Finally, when the bill was brought up for perfection and printing certain amendments were adopted which made it wise from the point of view of the House sponsors of the bill to put it on the Informal Calendar and there let it sleep for the remainder of the current session of the General Assembly.

The major objectionable amendments referred to above were (1) to provide for the assignment of teachers' benefits; and (2) to finance the proposed retirement system entirely by teachers' contributions.

SUMMARY OF HOUSE BILL NUMBER 330

The proposed teacher retirement bill prepared by Drafting Committee and approved by the Executive Committee of the Missouri State Teachers Association, became, as indicated before, House Bill Number 330. It provides for a sound retirement system following, in general, the financial basis used by states such as New York, Pennsylvania, Maryland, and Louisiana, which have successful statewide plans for teachers. Furthermore, the plan follows the Social Security Act in providing that the State's contribution will be distributed over the future in a manner which will make the contribution paid by the public in the earlier years lower than the contribution paid by the public in other states. A digest, section by section, is presented below.

Section 1. Defines the technical words and phrases used in the bill.

Section 2. Provides for the name and corporate entity of the "Teacher Retirement System of the State of Missouri," to begin operation July 1, 1937.

Section 3. Provides that all teachers in the public schools, or any public educational institution of the State including the State Department of Education and the county superintendent of schools, shall become members of the system unless a waiver is filed with the Board of Trustees.

Section 4. Provides that teachers in service or on leave at the time the system begins operation are to be credited with service rendered prior to July 1, 1937, in computing service credit under the proposed retirement law.

Section 5. Provides for the payment of benefits which are as follows:

- (1) That on and after July 1, 1941, any member may retire provided he or she has attained the age of 62. Prior to July 1, 1941, retirements are permitted only at age 68 in 1938 with a lowering of permissive ages of retirement each year thereafter to 1941.
- (2) That teachers must retire at age 70 unless they and their employer ask for their continuance.
- (3) That on retirement after age 62, the benefit will be approximately 1/80 of the average salary of the teacher for the last ten years of service multiplied by the number of years of the teacher's service. (The exact benefit is determined by the teacher's savings and by certain maximum and minimum limitations which affect the very low paid and the higher paid teachers.)
- (4) That teachers who become disabled after ten years of service may be retired.
- (5) That on retirement for disability the benefit in the normal case, will be one quarter of the average salary of the teacher for the last ten years of service, with larger benefits for those with longer periods of service.
- (6) That if a teacher resigns or otherwise leaves the service, the teacher may withdraw all his contributions with interest.
- (7) That if a teacher dies the contributions of the teacher, with interest, will be paid to the teacher's estate or the beneficiary formerly designated by the teacher.
- (8) That on retirement a teacher may elect to receive a smaller retirement allowance than could otherwise be payable, and as a result the teacher may make provision for a wife or other dependents in the event of death while retired.

Section 6. Provides that the system shall be administered by a board of trustees consisting of the State Superintendent of Schools, the State Auditor, two persons appointed by the Governor, and three members of the system elected by the teachers. It provides that a medical board shall determine eligibility for disability allowances, and further for annual actuarial valuations to keep the system on a sound financial basis.

Section 7. Provides for restrictions on the investment of the funds of the system, and for setting the rate of interest to be allowed in accordance with the earnings on the funds.

Section 8. Provides for the crediting of money contributed by the teachers to certain funds and the money contributed by the State to certain other funds. This will assure the teachers and the public that young teachers are not to pay for the benefits of older teachers, or vice versa, or that the teachers will not have to pay for benefits which are to be paid for by the State, or vice versa. This clean-cut segregation of funds is found in the better retirement systems of the country.

Teachers are to contribute 4% of their compensation, except that those drawing in excess of \$2400 are to pay on \$2400 and have their benefits computed on this compensation.

The State is to contribute a rate sufficient to cover the benefits for current service and to take care of the crediting of service rendered before July 1, 1937. The rates to be paid by the State are to be set by actuarial valuation and the actuary of the committee is now making the final calculations to determine the State's rates after 1939, so that both the teacher and the State will know exactly what the system will cost.

Section 9. Provides for the State appropriations needed to support the system.

Sections 10 to 15. Provide certain legal conditions referring to the non-assignment of benefits, the correction of errors, the guaranty of benefits, taxation, exemption, garnishment, and constitutionality which are usually included in laws of this kind.

GENERAL COMMENT ON HOUSE BILL NUMBER 330

The system is not the most liberal nor possibly not quite as liberal as the average of a number of other systems, but it is sound. It is as liberal as certain other sound systems, and it is fair. If the teachers and the public will support the system, Missouri can place on its statute books a law which will be of immeasurable value to the schools and to the pupils and students therein. The

teachers, who are not under the Social Security Law or under any retirement law, will have a conservative and sound retirement system which will relieve them of the constant fear of dependency in the event of disability or old age.

SOME OBSERVATIONS AND SUGGESTIONS

1. The Drafting Committee did not have sufficient time after its appointment on November 23, 1936 to prepare the bill by the time the Legislature convened in January 1937. It should be noted that the bill did not appear in the House until February 26 which was long after it should have been presented.
2. It was not possible to give the proposed system adequate publicity to the profession, to the public, and to the members of the Legislature.
3. Therefore, a new drafting committee should be appointed by the Executive Committee at the earliest possible date in order that a proposed bill setting up a sound retirement system for Missouri may be prepared in the next three or four months.

4. Furthermore, the Missouri State Teachers Association should carry on an extensive campaign of publicity among teachers, patrons, public and members of the Legislature.
5. Every word, phrase or expression connoting *pensions* should be avoided in considering and in discussing a teacher retirement system.
6. And lastly, the present Retirement Drafting Committee wishes to turn over to the Executive Committee all statistical, and other materials used in its deliberations when drafting House Bill Number 330. It may be that the new drafting committee will find the foregoing materials useful.

Respectfully submitted,

W. A. HUDSON, Chairman
MRS. MERLE T. BRADSHAW
A. G. CAPPS
PHILIP J. HICKEY
EVERETT KEITH
HOMER T. PHILLIPS

Report of Committee on Legislation 1937

It seems appropriate for your Committee on Legislation to submit at this time:

1. A report of the action taken during the session of the Fifty-ninth General Assembly on proposals affecting schools, especially proposals included in the report of the Committee on Legislation presented at the annual meeting of the Missouri State Teachers Association in Kansas City a year ago.

2. Recommendations regarding future legislative policies of the Missouri State Teachers Association.

The first recommendation made in the report of the Committee on Legislation a year ago was that a bill appropriating one-third of the general revenue for the support of public schools be introduced early in the session of the Fifty-ninth General Assembly, and that it be rushed through to final passage as rapidly as possible. Such a bill was introduced early in the session and was finally passed, but only after delay that at times was cause for uneasiness among those who had the interests of the schools at heart.

The appropriation of one-third of the general revenue for the support of public schools means favorable legislative action on another recommendation made in the report of this Committee a year ago; namely, that during the next biennium the 1931 school law be financed to at least the level of the minimum guarantees.

The recommendations made in the report of this Committee a year ago, relative to the adequate financing of the state institutions of higher learning and of the State Department of Education, also met with legislative favor. It would seem that the appropriations made by the Fifty-ninth General Assembly for the support of all state educational institutions and the State Department of Education were as nearly adequate as prospective state finances would permit.

For the reason that the time did not seem opportune, three recommendations made by this committee last November were not placed before the Fifty-ninth General Assembly. These related to adult education, basing the tax rates of public utilities on the true average rates of the several counties, and the matching of Federal funds for vocational education by appropriations from the general revenue.

All other recommendations for immediate action, made in the report of this Committee a year ago, were presented to the Fifty-ninth General Assembly in the form of bills, but all met defeat. These related to the following subjects: (1) qualifications, salary, and clerical help of county superintendents; (2) teacher retirement; (3) certification of teachers, and (4) the approval of rural schools.

A few measures affecting schools, in addition to those already mentioned, were passed by the Fifty-ninth General Assembly, but they were of minor importance. Some vicious proposals were defeated. It is worthy of note, however, that no harmful measure affecting schools was passed. Among the defeated proposals was one that would have authorized by constitutional amendment setting aside for a particular purpose all or a part of the yield of any tax, thus keeping the money out of the general revenue fund and thereby preventing the schools from sharing in it.

Everything considered, including the appropriation of one-third of the general revenue for public school sup-

port; the prospective financing of the 1931 school law, at least to the level of the minimum guarantee; the comparatively liberal appropriations for the state educational institutions and the State Department of Education; and the defeat of all proposals that might have proven harmful to public education in the state—when all of these are considered, the record of the Fifty-ninth General Assembly in relation to schools deserves commendation, and we do commend it.

We commend also the work done by the committee that drafted and sponsored the teacher retirement proposal that was before the Fifty-ninth General Assembly. Despite the fact that the proposal was defeated, we feel that the committee back of it deserves a vote of confidence.

So much in retrospect. It is well at times to survey the past before attempting to map the future, for experience is still an excellent teacher. Mindful of the past, and hopeful for the future, your Committee on Legislation presents the following recommendations and expressions of sentiment, in the hope that they may lead to some action directed towards the advancement of public education in Missouri:

1. We endorse the proposal to create an appointive State Board of Education with general supervisory and administrative control over public education in Missouri, and we favor the submission of the proposal to the people of the state, through the initiative, at the general election in November, 1938.

2. We recommend that a thorough study be made of the financing of the public schools of Missouri, that the expense of the study be met by an appropriation from the funds of this Association, and that a report of the study be submitted to a commission appointed by the Governor, to the end that recommendations be made for the further improvement of public education in Missouri.

3. We re-affirm our stand for higher qualifications, increased salaries, and clerical assistance for county superintendents.

4. We re-affirm our stand for adequate support of our state educational institutions and the State Department of Education.

5. We recommend that a special committee be appointed to draft another teacher retirement proposal, that the work of such committee be begun at once, that a proposed bill be submitted to the Legislative Committee within four months, and that it be published in School and Community as a basis for study by community teachers associations.

6. Realizing that among the numerous financial obligations of the state is that of giving reasonable and fair remuneration to its legislators, we endorse the proposed constitutional amendment designated to increase the per-diem of members of the General Assembly.

7. We recommend that the standards for the preparation of teachers and the requirements for teachers certificates in Missouri be raised and that the preparation and requirements for certificates be adjusted to the needs of the various types of school work, such as rural teaching, elementary teaching, high school teaching, and special teaching. We feel that these standards can be made more equitable by placing the certification of

teachers in the State Department of Education and empowering the State Superintendent of Public Schools to set the standards. We recommend that the committee of the educational conference directed by E. R. Adams, Assistant State Superintendent of Schools, continue its study of the preparation and certification of teachers and draft a bill to remove the present defects in the Missouri laws governing the preparation and certification of teachers.

8. We favor Federal participation in the support of public schools.

9. We favor asking the State Superintendent of Public Schools to include in his next request for the appropriation of funds for his office an item to cover the expense incurred by the addition to his office force of a person whose duty it would be to gather information concerning the operation of the compulsory school attendance law and the child labor law, and the establishment of a continuing census.

10. We look with favor on proposals that have been made regarding the organization of the school boards of the state, especially the one now under consideration by the State Superintendent of Public Schools.

11. We endorse the principle of free education of the youth of the state from the kindergarten through training at the college level, including free textbooks.

12. We endorse the principle of adult education and

recommend that the Missouri State Teachers Association work for the proper financing of such education.

Respectfully submitted by the Committee on Legislation.

*GEORGE MELCHER, Chairman

*LLOYD W. KING, Vice-Chairman

*CHARLES BANKS
*MARIAN BISSETT
*MRS. MERLE T. BRADSHAW
*W. H. BURR

*A. G. CAPPS

*PRICE L. COLLIER

*B. B. CRAMER

*ROSCOE V. CRAMER, Pres.

*JOHN W. EDIE

*E. A. ELLIOTT

*EDITH GALLAGHER

*HENRY J. GERLING

*HATTIE GORDON

*GEORGE L. HAWKINS

*C. H. HIBBARD

*PHILIP J. HICKEY

*W. A. HUDSON

*HEBER U. HUNT

*EVERETT KEITH

*W. F. KNOX

*B. P. LEWIS

L. O. LITTLE
GEO. R. LOUGHEAD
DON MATTHEWS
D. R. McDONALD
ORA NELSON GUTH
CHAS. E. NORTHCUTT
W. W. PARKER
HOMER T. PHILLIPS
*W. H. RYLE
*ROGER V. SMITH
KATHRYN SPANGLER
J. F. TAYLOR
M. B. VAUGHN
MARY B. WOMACK

Steering Committee
L. B. HAWTHORNE
M. C. CUNNINGHAM
W. E. ROSENSTENGEL
Also those marked with
star (*)

Report of Committee on Sources of School Revenue

THE COMMITTEE ON SOURCES OF SCHOOL REVENUE SUBMITS THE FOLLOWING REPORT:

1. Your Committee wishes to reaffirm its belief in the principle of the equalization of educational opportunity for the boys and girls of the state. Your Committee accepts the principle that equalization of the tax burden in conjunction with a satisfactory financial guarantee is a fair and just method for the state to use in distributing its part of the cost of the education of the boys and girls of the state.

Your Committee further wishes to go on record as opposed to any legislation for the distribution of state school money that contravenes the principle of equalization.

A recent study by Professor Conrad H. Hammar and Glen D. Barton of the Department of Agricultural Economics of the University of Missouri clearly reveals the justice and the necessity of an equalization plan.¹ In discussing migration to and from farms and cities they present the following as reasons for the sharing of school costs by urban and rural communities:

"First, the great interchange of people between them suggests the mutual concern of both rural and urban communities in the quality of publicly maintained schools. Secondly, since the net migration is much in favor of the cities, farmers are constantly bearing a large part of the cost of educating children who will spend the greater share of their remaining years in cities. Parenthetically it is also relevant that a more than proportionate share of the farm to city migrants are young people seeking jobs in the urban centers.

"Having a further bearing on the sharing of costs for public schools is the fact that not all farm or rural areas contribute alike to the stream of cityward migrants. The poorer farm and rural communities apparently sent a relatively larger number of their residents to the cities than do the richer. This apparent fact is most notable during prosperity but holds good also as a statement of long period relationships because of the higher rates of population increase in these poorer land areas.

"Differences in birth rates in cities, richer rural areas, and poorer rural areas are such that the relatively heavy contributions of poorer rural and farm communities will continue. In (tabular form) the ratios of all children under 20 years of age and of enumerated school children for (the) eleven counties and two additional metropolitan counties, together with the city of St. Louis are given. These

ratios are higher in the poorer than in the richer rural counties and in general higher in rural than in urban areas. The two sets of ratios corroborate one another. School children are few in relation to adults where all children are few. Numbers of children in metropolitan areas are notoriously below levels needed to maintain a stationary population.²

In Jackson county there are only one and a quarter children under 20 for each two married adults. The number is only slightly greater in the city of St. Louis.

"There exists therefore the peculiar and startling fact that in the counties contributing most to population growth and where the number of children (in relation to adults) is greatest, provisions for education are the poorest in the State. One might add to this equally startling fact that the farmers of this, and presumably other states, whose incomes have been adjudged in many quarters to be seriously below the average of incomes in cities, must pay not only all costs of rearing millions of children whose lives are to be spent in cities but must shoulder the major part of the cost of schooling provided these children as well."

2. Your Committee commends the practice of the General Assembly of Missouri in setting aside one-third of the general revenue for the public schools, a practice

Ratio of all Children Nineteen Years of Age and Under, and of Enumerated School Children to Married Women in Selected Missouri Counties: 1936.

County	All Children	Enumerated School Children Year
Atchison	1.84	1.21
Boone	1.51	1.04
Callaway	1.46	.99
Carter	2.55	1.62
Franklin	1.86	1.28
Howard	1.52	1.02
Johnson	1.50	1.03
Macon	1.36	1.10
Newton	1.91	1.36
Polk	1.72	1.25
Ralls	1.64	1.15
Shannon	2.59	1.52
Jackson	1.21
St. Louis	1.57
St. Louis City	1.30
State	1.57

2. Underlined by the Committee.
(Cont. on page 37)

1. Hammar, Conrad H. and Barton, Glen T. The Farmer and the Cost of Local Rural Government in Missouri. *University of Missouri College of Agriculture, Bulletin No. 385*, (June, 1937), pp. 32-33.

Missouri State Teachers Association Balance Sheet, June 30, 1937

Exhibit A	
MISSOURI STATE TEACHERS ASSOCIATION	
BALANCE SHEET, JUNE 30, 1937	
ASSETS	
Current Assets:	
Deposit with Boone County Trust Company	\$ 9,408.98
Deposit in Boone County National Bank	2,419.34
Revolving Fund, Exchange National Bank	2,750.00
Total Bank Deposits	\$14,578.32
Petty Cash Fund	25.00
Total Cash on Hand and in Banks	\$14,603.32
U. S. Government Bonds, Par	\$20,000.00
U. S. Savings Bonds, Redemption Value	15,300.00
Premium in Process of Amortization	371.64
Book Value of Bonds	35,671.64
Accounts Receivable:	
Reading Circle	\$ 8,859.18
School and Community	2,166.38
Total Accounts Receivable	\$11,025.56
Reserve for Bad Accounts:	
Reading Circle	\$ 2,125.00
School and Community	947.35
Total Reserve for Bad Accounts	3,072.35
Net Accounts Receivable	7,953.21
Checks and Warrants:	
Reading Circle	\$ 3,850.38
Association (Membership Checks)	350.00
Total Checks and Warrants	\$ 4,200.38
Reserve for Bad Checks:	
Reading Circle	\$1,800.00
Association	357.22
Total Reserve for Bad Checks	2,157.22
Net Checks and Warrants	2,043.16
Inventory of Books Paid for	534.06
Total Current Assets	\$60,805.39
Fixed Assets:	
Real Estate	\$11,915.50
Building	59,112.02
Furniture and Equipment	10,022.92
Delivery Truck	562.68
Total Fixed Assets	\$81,613.12
Reserve for Depreciation:	
Building	\$10,243.56
Furniture and Equipment	5,590.95
Delivery Truck	140.00
Total Depreciation Reserves	15,974.51
Book Value of Fixed Assets	65,638.61
Total Assets	\$126,444.00
LIABILITIES	
Current Liabilities:	
Membership Dues for 1937-38	\$ 1,438.00
Sales Tax not yet Remitted	13.01
Accounts Payable	381.16
Total Current Liabilities	\$ 1,832.17
Fixed Liabilities:	
Life Memberships	1,450.00
Total Liabilities	3,282.17
Missouri State Teachers Association, Net Worth	\$123,161.83

Exhibit B	
MISSOURI STATE TEACHERS ASSOCIATION	
INCOME AND EXPENSES	
JULY 1, 1936 - JUNE 30, 1937	
Gross Book Sales	\$106,070.08
Less Refunds and Returns	1,162.07
Net Book Sales	\$104,908.01
Inventory of Books Paid for, June 30, 1936	759.06
Book Purchases	81,328.24
Total	\$ 82,087.30
Inventory of Books Paid for, June 30, 1937	534.06
Cost of Books Sold	81,553.24
Gross Profit on Books Sold	\$ 23,354.77
Membership Fees, Cash and Checks	\$ 47,130.00
Refunds to Community Associations	\$ 4,518.20
Refunds to District Associations	11,474.50
Total Refunds	15,992.70
Income from Membership Fees	31,137.30
Advertising Sold	\$ 8,542.18
Less Commissions Paid	79.10
Income from Advertising	8,463.08
Interest on Bonds	\$ 917.50
Less Deductions for Premium Account	57.57
Net Interest on Bonds	\$ 859.93
Group Insurance Fees	1,099.00
Roosevelt Lecture	1,598.00
Other Income	672.14
Income from Miscellaneous Sources	4,229.07
Total Income for Year	\$ 67,184.22
Reserves that are Deductible from Income:	
Reserve for Bad Accounts, Reading Circle	\$ 525.00
Reserve for Bad Checks, Reading Circle	600.00
Reserve for Bad Checks, Enrollment	300.00
Reserve for Bad Accounts, School and Community	300.00
Total Addition to Operating Reserves	1,725.00
Income less Deductible Reserves	\$65,459.22
Operating Expenses, See Exhibit C	66,056.98
Net Operating Loss	\$ 597.76
Reserves for Depreciation of Fixed Assets:	
Reserve for Depreciation of Building	\$ 1,160.00
Reserve for Depreciation of Fur. and Equipment	500.00
Reserve for Depreciation of Delivery Truck	140.00
Total Addition to Depreciation Reserves	1,800.00
Total Loss for Year	\$ 2,397.76

Reconciliation of Investment Account

Missouri State Teachers Association, June 30, 1936	\$125,559.59
Less Loss during Fiscal Year Ending June 30, 1937	2,397.76
Missouri State Teachers Association, June 30, 1937	\$123,161.83

Exhibit C

MISSOURI STATE TEACHERS ASSOCIATION
EXPENSE BY DIVISIONS
JULY 1, 1936 - JUNE 30, 1937

	Reading Circle	Associ- ation	School and Com- munity	All Three Divisions
Office Salaries and Wages	\$ 8,055.57	\$ 8,255.34	\$ 7,028.83	\$23,339.24
Postage	3,848.25	1,510.39	621.49	5,980.13
Paper and Printing	1,212.69	728.68	6,376.79	8,318.16
General Expense	471.03	404.82	424.96	1,300.81
R. C. Board and Executive Com- mittee	80.36	1,464.57		1,544.93
Travel Expense		671.58	158.02	829.60
Exchange and Bank Service Charge	162.57	286.26		448.83
Freight and Dray- age	325.20			325.20
Fuel		210.92		210.92
Lights and Water		306.85		306.85
Telephone and Telegraph		549.86		549.86
Taxes		866.08		866.08
Enrollment Campaign		455.28		455.28
State Meeting, Program Talent		3,507.47		3,507.47
State Meeting, Program Expense		1,504.36		1,504.36
State Meeting, Depart- ment Expense		108.09		108.09
Insurance, Building, Etc.		161.80		161.80
Keeper of Building		840.87		840.87
Repairs and Replacements, Building		326.20		326.20
Repairs and Replacements, Equipment		35.74		35.74
County Superintendents		825.14		825.14
Truck Expense		323.44		323.44
National Education Asso- ciation		634.53		634.53
Other Organizations		142.00		142.00
Credit Union Committee		32.90		32.90
Fact-Finding Committee		127.50		127.50
Committee on Sources of School Revenue		228.54		228.54
Legislative Committee		2,425.99		2,425.99
Resolutions Committee		30.00		30.00
Retirement Fund Com- mittee		7,964.09		7,964.09
Committee on Salaries and Tenure		137.00		137.00
State Curriculum Com- mittee		1,996.24		1,996.24
Social Studies Group		122.43		122.43
Organization Committee		106.76		106.76
Totals	\$14,155.67	\$37,291.72	\$14,609.59	\$66,056.98

Exhibit D

MISSOURI STATE TEACHERS ASSOCIATION
ESTIMATED RECEIPTS AND EXPENDITURES
JULY 1, 1937 - JUNE 30, 1938

Total Income	Estimated 1937-38
Membership Dues	\$ 47,000.00
Book Sales	75,000.00
Advertising	9,000.00
Interest on Bonds	800.00
Group Insurance Fees	1,100.00
Miscellaneous Items	1,500.00
Total	\$134,400.00
Total Expenditures	
Reading Circle	\$ 73,000.00
School and Community	15,700.00
Association	45,700.00
Total	\$134,400.00
Reading Circle	
Book Purchases	\$ 60,000.00
Salaries and Wages	7,400.00
Postage	3,350.00
Paper and Printing	1,300.00
General Expense	400.00
Freight and Drayage	300.00
Exchange	150.00
Reading Circle Board	100.00
Total	\$ 73,000.00
School and Community	
Salaries and Wages	\$ 7,000.00
Paper and Printing	7,000.00
Postage	700.00
General Expense	500.00
Travel Expense	500.00
Total	\$ 15,700.00
Association	
District Association Refunds	\$ 11,500.00
Community Association Refunds	4,600.00
Salaries and Wages	8,500.00
Postage	1,600.00
Paper and Printing	800.00
Executive Committee	1,000.00
General Expense	500.00
Bank Service Charge	280.00
Travel Expense	700.00
State Meeting, Program Talent	3,750.00
State Meeting, Program Expense	1,200.00
State Meeting, Department Expense	250.00
Legislative Committee	400.00
Committee on Sources of School Revenue	200.00
Committee on Prof. Stand. and Ethics	50.00
Committee on Resolutions	50.00
Committee on Salaries and Tenure	100.00
Retirement Fund Committee	200.00
Fact-Finding Committee	200.00
Telephone and Telegraph	550.00
Lights and Water	250.00
Fuel	200.00
Keeper of Building	900.00
Taxes	1,500.00
Insurance, Building, Etc.	300.00
Truck Expense	300.00
Repairs and Replacements, Building	500.00
Repairs and Replacements, Equipment	600.00
N. E. A., Dues and Expense	700.00
Other Organizations	150.00
Enrollment Campaign	500.00
State Curriculum Committee	2,000.00
Committee on Policies and Plans	1,000.00
State Bd. of Ed. Com.	120.00
Other Items	250.00
Total	\$45,700.00

SOURCES OF SCHOOL REVENUE—Continued from page 35

which has been followed for fifty years. Your Committee wishes to go on record as opposed to any legislation that would deprive the public schools of one-third of the general revenue.

- Your committee feels it important to emphasize the urgency of state aid to education under continuing conditions of financial stringency in local school districts. Mistaken and misleading reports of the support being given the schools of Missouri (published widely in the press) have resulted from the confusing of state appropriations with total funds (both state and

local) available to the schools. With every desire and incentive to maintain their local schools at the highest possible levels, local boards have faced insurmountable obstacles in depressed property values and declining local revenues. Local taxation still provides most of the money for education in the state. In general, local taxes for schools have declined, not because of lower rates, but because of the rapidly declining valuations of property. Rates have if anything risen despite increased state aid. Taking the total of both local and state provisions the school districts have had during the year 1936-1937, approximately \$5,000,000

less for operating expenditures than they had in the year 1930-1931.

Table I.

Comparison of Sources of Revenue Expended for Public Schools Operations

	1930-31	1936-37
Raised by local districts	\$35,680,239	\$25,864,639
Raised by the state (all state contributions)	7,049,865	11,737,549
TOTAL	\$42,730,104	\$37,602,188

4. Your Committee commends the 59th General Assembly for its generous support of our state institutions of higher education.
5. Your Committee endorses the movement started by the survey of our counties, published in the 83rd Missouri Report of Public Schools in 1932, looking toward more satisfactory school administrative units. As far as financial support is concerned, we feel that one-third of the general revenue is all that could now be expected. Nevertheless, we do recognize that without further legislation we fail to realize all of the gains that might reasonably be expected from the increased revenue because of numerous small and uneconomical administrative units. The law originally proposed by the State Survey Commission included enlarged administrative areas but as actually written the statement of the law defeats its purpose. The Committee favors legislation that will make enlarged units possible. (In the determination of these enlarged administrative units the study by Dr. B. I. Lawrence entitled "Some Fundamental Considerations Concerning Reorganizing School Units in Missouri" should be very carefully considered.)
6. Your Committee recognizes the need of a record and reporting department in the state department of education to insure the proper reporting and use of all income. The filing of an accurate statement of receipts and expenditures on uniform blanks furnished by the state should be required as a prerequisite to receiving state aid. In the case of rural school districts the burden of compiling such a statement should rest on the county treasurer and the county superintendent of schools.
7. By basing equalization aid on teaching units, the present law implies minimum expenditures for total school maintenance. Unfortunately, however, a district may nullify the implication by refusing to spend for school maintenance the amount actually available for that purpose. Consequently, the law should be so amended as to penalize a district in the next distribution of State school moneys to the extent that it fails to carry out the intent of the law during any school year. House Bill No. 376, introduced at the last session of the General Assembly and passed by the House, would have remedied this defect in the present law, had it received favorable consideration by the Senate. Certainly another effort should be made to pass this or a similar bill. This bill would have diminished the state aid going to a district any year to the extent that the district failed to spend for school maintenance the preceding year the amount actually realized out of its guarantee.
8. The Committee believes that any change in our system of taxation should be based upon a careful and extended study of the present Missouri system and that such a study should be continuous. A study of this kind is now being made under the supervision of the Department of Agricultural Economics of the University of Missouri. The topic of this study is "Direct and Indirect Taxes in the Missouri Fiscal System." There has been considerable criticism not only of Missouri but in the entire country of certain taxes and methods of taxation. Much of such criticism is justified and needs strengthening rather than condemnation. The most satisfactory means of strengthening constructive effort is carefully prepared research. It is felt that the Legislative Committee of this organization will be very much interested in the progress of this study.

Members of Committee:

Professor J. W. Shannon, S. T. C. Springfield.
 President W. H. McDonald, Canton (not present).
 Professor W. W. Carpenter, U. of Mo., Chairman.

Advisors:

Dean R. E. Curtis, U. of Mo.
 Professor Conrad Hammar, U. of Mo.

School Superintendents State Their Health Problems

By Thelma Suggett, Supervisor of Health Education, State Department of Education

IN SEPTEMBER of this school year when a new Department of Health Education was set up in the State Department of Education, it was thought wise to let the school administrators and teachers of Missouri have a substantial part in the planning of the program.

It is one thing to set up theoretical plans for school programs and another to discover practical procedures which will fill health needs as they exist today in Missouri schools. While health needs of school children throughout the United States are fairly uniform, Missouri has some problems peculiar to this state. Certain sections of this state have problems peculiar to isolated localities.

The task at hand in this program, as in all other new programs, is to select procedures that will best fit the needs of Missouri schools as a whole since it is impossible with the present staff to administer service to all individual schools according to their specific needs.

Certain general problems may be recognized at a glance. Training teachers, for instance, to teach health as they are trained to teach the other basic courses looms up at once as the starting point in a health education program in Missouri.

Arousing consciousness and interest in modern methods of controlling disease and maintaining health is an obvious necessity in many cases. This problem calls for a statewide publicity program.

Aiding teachers in service to administer their school programs more effectively is a third paramount problem. It is with this problem that school superintendents, principals, and teachers can be of most help. After all it is their problem and one which they must help to solve.

Mindful that whatever health program proposed by the State Department of Education must be of practical value, a questionnaire was mailed early in the school year to all city and county school superintendents in Missouri.

Fifty county superintendents and 242 city superintendents replied to the questionnaire. Fifty-two reported part time physicians; fifteen have full time school physicians; and 225 have no medical service.

Forty have part time nursing service; twenty-eight have a full time nurse; and 224 are without nursing service. Twenty-four schools reported the service of a dentist or some other health service personnel.

Secondly, the superintendents were asked to state briefly their chief school health problems. This question produced a rather surprising variety of replies.

School health problems as stated by school superintendents and teachers appear below in tabulated form:

Control of communicable diseases	69
Visual defects	38
Need of medical service	30
Dental defects	28
Indifference or ignorance	28
Teachers	3
Parents	25
Need of nursing service	23
Need of regular examinations	23
Need of immunizations	21
Lack of proper sanitation	18
Malnutrition	18
Nose and throat	15
Follow-up work needed	14
Uncleanliness	8
Hearing defects	4
*Lack of funds	4
Lack of physical education	4
Other problems	20

*It should be noted that lack of funds, while stated as such by only four superintendents, applies to many other problems named, such as need of medical and nursing service.

Question Number 3 was—How can the new Health Education Department in the State Department of Education be of most service to your school? The replies fall into thirteen general headings, which are listed below:

Aid in holding clinics and inspections	44
Aid in securing nursing service	30
Provide general health and physical education program	24
Provide literature and publicity	22
Aid in correction of defects	21
Aid in health teaching	19
Aid in securing medical service	19
Assist in health education of	
Teachers	2
Parents	14
Make visits and talks	13
Put on immunization programs	11
Aid in securing dental clinics	11
Advice on financing medical, nursing & dental service	7
Miscellaneous services desired	18

The results of the questionnaire are given above for the interest of the school superintendents and teachers who cooperated in making this information available.

Social Science in Maryville's Junior High School

By Miss Lois Neff, Instructor

A STUDENT steps to an imitation microphone and reads from the daily paper, news which has previously been selected and checked with the idea in mind that Junior High School students are interested in such, and desire information upon topics which concern the citizen, his country and his world. A helper goes to the maps and indicates places mentioned by the reporter. Large maps are essential. Our world map is 66" x 88".

A period of free discussion follows, with the students asking questions and giving additional information collected from home, school and library. When an important subject is omitted from the discussion the instructor remedies the situation by giving a brief history of the subject and defining any new words or terms which act as keys to the store of information.

The class is now ready to turn from history in the making, to history past and recorded. The unit of work is introduced by the instructor and worksheets which have been made by her are distributed to the class. Several days are spent in gaining information upon the subject, with the worksheet serving as a guide. Notes are kept for reference and for use during the class discussion. As the students work the instructor is busily engaged in supervising the study. Questions are answered, students are given individual help and conferences are called for groups who are having like difficulties. She sees that those who have completed their work before others, are provided with additional material and references, that pupils who desire to give and receive information from other students are free to do so, that the maps and diction-

aries are available and that the illustrations made by those who express their ideas through art are given due recognition and attention.

After the students have thus prepared themselves, they are eager to turn to the discussion period. This period is led by a student who has planned his procedure and is ready to accept the responsibility. The class using notebooks and books ask, answer, and discuss the unit of study. The pupils know that an interesting discussion and one which they enjoy most is the one which finds them all adequately prepared and ready to take part in the discussion. Although the students are conducting their class, they know their instructor is in the room ready to guide or assist them in any moment of need.

Under the leadership of another student the review is conducted with more specific and detailed questions over the work.

The unit is completed and a test gives an overview of the subject and provides the students with a measuring unit whereby they may judge the progress of their own work. Pupils understand that ideas and facts may be expressed in various ways and that tests may be in the form of illustration, essay questions or of the objective type of question.

The students are always informed of their grades and standing. They keep a record of their work and know at all times whether they are raising or lowering their standards.

Students enjoy this type of work and with the cooperation of superintendent and principal we have been able to prove that large as well as small classes may be led to appreciate and enjoy Social Science in this manner.

The Need For Followship

Leo. R. Miller, Principal, Kansas City Orphan Boys' Home.

ANOTHER Presidential campaign has become history, and, as usual, our citizens once more heard the oft-repeated complaint, from press and platform, that the quality of today's leadership, in America, is sadly inferior to that which gave our young republic its initial impetus.

This sentiment is well expressed by Jesse H. Newlon, in September, 1932 High School Clearing House. He wrote, "Since that great period (the early days of the Republic) we have produced, with few exceptions, no great leadership in social and political questions. . . . Why is it that leadership in America has fallen so far short of the needs of the day?"

It is a common practice to exalt the leadership of the past and to disparage that of the present. It is evident upon the most casual examination of diaries, letters, and news articles of the time, that Colonial and early Republic leadership was looked upon in much the same light as that in which Newlon regards that of contemporary times. Jefferson, Washington, Hamilton, and Jackson had their sincere critics, and even their able leadership was looked upon, by many, with doubts and misgivings.

Those who make comparisons between leadership of different periods, to the discredit of the present, make the mistake of failing to consider two important principles.

First, one quality of leadership is an intangible one that is usually called "personality". How much it depends upon training or education is problematical. As a result, much leadership, especially among children, might be called "natural" or "untrained" leadership.

Second, another quality of leadership does depend upon educational advantages. This does not imply that every educated person is a leader, but it is apparent that lasting, constructive leadership depends, to a great extent, upon opportunity for education.

Remembering these two principles and examining the conditions which produced the leaders of the past, we readily understand why a few men stood out from their fellows and why others turned impulsively toward them for leadership.

Education in early days was for the few and educated men were in a microscopic minority. They possessed qualities derived from opportunities which were not available to the masses.

But today we see the majority of Americans enjoying much better educational facilities than those of Colonial times, profiting by experiences that were denied earlier generations,

and having a grasp on situations undreamed of by our forefathers.

It does not follow for a moment that today's leaders are more efficient than those of the past. Neither does it follow that they are less able. It is simply that times and conditions change. It is quite possible that Colonial and Early Republic leadership would fail to solve our problems today, just as our present leadership might have proved inadequate to the task of carving a nation out of a wilderness.

The truth is that our nation has never suffered from a dearth of able, natural leadership, nor does it now. The problem facing our citizens is not a lack of leaders but that of making a wise choice from the many who are available.

America does not need more leadership, but she desperately needs wise followship.

Comparatively few of our populace will ever lead, but we all must follow, whether we will or no. The only voice we have in the matter is to select whom we wish to follow.

If poor leaders are chosen, it is because the people failed to recognize a lack of leadership in those elected. If this becomes the prevailing condition, the schools must bear much of the responsibility. On the other hand, if our citizens habitually make wise selections, the schools might deserve some of the credit.

Much has been written in educational journals regarding training for leadership, but little has been said or written relating to the development of discriminating followship. Yet today, with the increasing numbers who want to lead, it is the latter problem that is more vital.

Almost every teacher has had the experience of seeing her pupils ignore a few students naturally gifted for leadership, and select members of the group who were totally unfit for the task at hand, whether it be a captaincy of a ball team or a presidency of a student council. The leaders were present, but the followers failed to recognize them. Often, in the students' minds, the qualities desirable for the captaincy of a track team are identical to those required for editorship of a school paper.

I know of a situation in which a modified form of self-government is conducted by the students. The student council is chosen by the student body, after each room has prepared a list of nominees. Vacancies are filled after each graduation.

When it came time to fill vacancies, recently, each room was asked to prepare its list of nominees for the various offices and to present the list to the teacher sponsoring the student

council, in order that duplications might be eliminated.

When all the lists had been presented to the sponsor, that teacher found herself facing a delicate situation. The nominations had been handled as a good tool of Democracy should be handled, but the fact remained that the nominations were all wrong. Some students were suggested who were obviously unable to fulfill the duties attached to the positions, and some students who had real ability for organizing and directing were not nominated at all.

It was necessary, if the student council were to be a success, that some wholly undemocratic step be taken. The sponsor called in the other teachers and a slate of candidates was arranged and presented to the students, who, blissfully ignorant of the juggling, chose their officers from the list prepared by the teachers.

Undemocratic? Absolutely. But there was something more striking in the situation than the violation of democratic principles.

There were many students, in the school, capable of sound, competent leadership. The student body had not been trained to recognize that quality when they saw it, although much had been done in that school, for many years, to develop leadership.

Those boys and girls will soon be casting ballots in national elections and, if they are left untrained, may play directly into the hands of the demagogue and the political "messiah".

It will bear repeating that comparatively few of our people will become leaders, but the majority of adult Americans will be selecting leaders, whether those leaders be P. T. A. presidents, club secretaries, or Presidents of the United States. This being the case, it seems obvious that students should be taught to develop a keen sense of followship. No poor follower will ever make a safe leader.

The stress on leadership need not be lightened, but the need for followship should be stressed also. In the October, 1935, *Journal*, Joy Elmer Morgan wrote, "We are at the point where the balance of power rests in the hands of more broadly educated people." But broad education alone is no sure safeguard against the choice of inefficient or dishonest leaders. On this one point, at least, training should be as specific as possible.

Pupils should be given many opportunities each year to select officers and leaders, and the qualifications for these officers should be outlined and stated fully, by the students themselves, before any nomination is accepted.

The presentation of these opportunities to develop followship may take time, but it will pay dividends in the growth of an enlightened and discriminating electorate.

Our nation is committed to Democracy and the support of that type of government does not rest in the hands of skillful leaders so much as in the shrewd and intelligent choices by trained followers.

An Important New High-School Book

SOCIAL LIVING:

PRINCIPLES AND PROBLEMS IN INTRODUCTORY SOCIOLOGY

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The State College of Washington

and JUDSON T. LANDIS

Ross High School, Fremont, Ohio

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Materials for Unit on South's Biracial Problems

Teachers Invited to Write for Samples

R. B. Eleazer.

Since preparation for intelligent citizenship is an essential function of education, and since the most serious problems of citizenship in the South are connected with the biracial situation, it seems obvious that our schools should be doing something to prepare future citizens to understand these problems and to solve them in wisdom and justice.

Educators throughout the South are convinced of this fact and recommendations to that effect have been embodied in official curriculum bulletins, teachers guides, and courses of study recently issued by a number of state departments of education.

Thus Georgia's new "Program for the Improvement of Instruction" (Bulletin No. 2, May, 1937) lists as an important challenge to the schools the obligation "to develop (among white children) an honest and fair-minded attitude toward the other large racial group." The curriculum, it says, should contain experiences adapted to that end. A similar official study recently made in Louisiana urges the schools of both races to work toward "a better understanding among all racial groups and an attitude of mutual helpfulness and appreciation." Teachers manuals recently issued in Florida, Virginia, and other states recommend the introduction of units of study on this subject.

Anticipating this demand, a group of Southern educators comprising the Conference on Education and Race Relations has sponsored the preparation of materials for such a unit, and is making them available in pamphlet form for use in classes in history, literature, civics, sociology, and music. These materials, it is stated, have been utilized already with excellent results in 250 colleges and a thousand public schools. The Conference, with headquarters in the Standard Building, Atlanta, Ga., invites all teachers who are interested to write for free samples of these materials and suggestions for their use.

Turning Ballads into Musical Skits

Eleanor Crawford, Mound City High School.

IT all grew out of our American Literature class. We were very fortunate in having a piano placed in the room while we were studying ballads. The class sang every ballad heartily and one member of our class suggested that we sing some of them in assembly, when the time for the junior program arrived. The class was quite excited over the idea and one boy eagerly asked if we could act out some

ballads as we sang them, since "ballads are stories told in song".

We presented two ballads in assembly. First, a detailed sketch of the traditional ballad was given by one of the junior girls. Representative of this was "Hangman's Tree":

"The girl in the ballad has been condemned to die for the theft of a key. As she stands with the rope around her neck, she sees a cloud of dust in the distance and hopes it is one of her relatives coming to set her free. But none can or will help her till her true love comes and saves her."

This story, we carried out in action as follows:

Two boys act as the hangmen, and, at the beginning of each stanza which goes "Slack the ropes, hangs a man", they proceed with their hanging by tightening the noose around the girl's neck. At the beginning of each verse, her relatives ride on to the stage, one at a time. (To add a bit of humor, the mother, father, sister, etc. are dressed in ridiculous costume, and anything from a yard stick to a music stand may serve as a horse.) Each one very dramatically shakes his head in the negative at the girl's plea to save her. Lastly enters the lover, who "pays her fee", releases the rope, and rides away with her.

The class, with the exception of the above actors, is grouped about the piano on one side of the stage and sings through the entire story as it is acted out.

We used "Jesse James" as an example of a literary ballad.

This story was dramatized in the same manner. We used a cardboard box for a grave; cardboard signs hung about boys' necks served as the east bound train, Chicago Bank, etc. and we even used a blank cartridge in Robert Ford's gun, when he shot Jesse James.

All was very effective.

(Music for these ballads is in Cross Smith and Stauffer's *American Writers Text*).

State Superintendent King Holds First Meeting of Advisory Committee of City Superintendents

The State Department of Education for some time has felt the need of an Advisory Committee of City Superintendents. Invitations were issued to the Executive Committees of the several District Teachers Associations and to the various Schoolmasters groups of the state; to the St. Louis County Cooperating School Superintendents; and to the Department of Superintendence of the State Teachers Association asking that nominations be made to such a committee. The State Superintendent then asked the Dean of the School of Education of the University of Missouri, the Superintendent of Schools in Kansas City, and the Superintendent of Schools in St. Louis to serve as members at large.

The initial meeting of this Committee was held on December 11, 1937, in Jefferson City. The following members nominated by the organizations indicated were present:

Northeast Missouri District Teachers Association, Supt. Charles F. Kirby, Supt. A. L. Crow

Knights of the Hickory Stick, Supt. S. W. Skelton

Central Missouri District Teachers Association, Supt. Leland Hoback, Supt. T. A. Reid

Southeast Missouri District Teachers Association, Supt. L. B. Hoy, Supt. Wesley Deneke

Southwest Missouri District Teachers Association, Supt. Ray Wood, Supt. Ray Hailey

South Central Missouri District Teachers Association, Supt. John F. Hodge

Department of Superintendence State Teachers Association, Supt. W. E. Rosenstengel, Supt. John Gilliland

St. Louis County Cooperating School Superintendents, Supt. Arthur A. Hoech

Mineral Area Schoolmasters Club, Supt. George D. Englehart

Southeast Missouri Schoolmasters Club, Supt. Ralph McCullough

Schoolmasters Club at Springfield, Supt. Aaron Hailey

Schoolmasters Club at Monett, Supt. W. J. Willett

Member at large, Dean Theo. W. H. Irion

Members at large, Supt. George Melcher, Supt. Henry J. Gerling.

Superintendent C. K. Thompson nominated by the Northwest Missouri District Teachers Association was absent.

Other members present included Members of State Superintendent's Staff as follows: E. R. Adams, Everett Keith, Wade Fowler, A. B. Smith, N. E. Viles, W. E. Sears, U. L. Riley, G. P. Campbell, H. B. Masterson, Martha Painter, and Superintendent Don Matthews of Sullivan.

Considerable time was devoted to the development of the specific functions of the committee. The following four functions were accepted:

1. The committee would perform an advisory function.
 - a. It would be entirely a non-legislative group and not confuse its function with the functions of certain administrative groups of the State Teachers Association.
 - b. It was understood that any action taken by the committee would not be binding on either the State Superintendent or upon any institution of the state.
 - c. The activities of the committee would be limited to State Departmental problems.
2. The committee would perform an interpretive function.
 - a. Interpret to local groups the discussions of the conferences.

Just off the press!

Eight more

SUPPLEMENTARY PAMPHLETS

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by Nila Banton Smith

Bears at Home
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The Baker Makes Bread

The vocabulary of each pamphlet is keyed to the unit which it represents, but the pamphlets may be used independently of the basal reading series. A list of other pamphlets available and of those in preparation will be sent on request.

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- b. Bring to the conferences to be included in the agenda, suggestions from local groups.
3. The committee would perform a coordinating function.
4. The committee would perform an initiatory function.
 - a. It would initiate for the consideration of the State Department of Education any policies and practices.
 - b. It would serve as a springboard for the initiation of any policies of the State Department of Education.

The Advisory Committee approved the following plans of the State Department of Education:

1. The formation of a city school board organization in Missouri.

2. The development of manuals for school administrators and for city school board members.
3. The setting-up of installation committees in the city districts for the purpose of installing and adapting the state courses of study in those districts.
4. The revision of the secondary curricula.
5. The development of a state system of uniform accounting and financial accounting.
6. The assembling of facts as a basis for statutory revision.

The Committee accepted the responsibility of carrying back to their respective regions the work of the Committee. The Committee plans to meet quarterly upon the call of the State Superintendent.

The Influence of a Great Teacher

Blanche Neal Shipley

"**H**E WAS A RAGGED boy with tousled head
And grimy hands. 'It is too bad,'
one said,

'What future does he have?' A teacher saw
A mind keen and alert, eager to make
Its way into the realm of civil law,
And with artistic care helped him to take
His honored place where towering minds have
led."

A beautiful thought lies within the lines of this little poem by Hester Kenton. Only the mere outward appearance and general behavior of a child are seen by the majority of his acquaintances; but the inherent possibilities of the lad, the quickening of his questioning mind, and the very uttering of his heart's desires, become familiar to the teacher of inspiration and love. With "artistic care" she molds his soft and yielding heart. Day after day she deftly guides the powers of his mind and soul. Her comforting association with him in his confusing efforts, her kindly advice when things go wrong, her encouraging words and blissful smile in hours of mental desolation—these are the experiences that linger in the mind of a child and successfully aid him in bridging the chasm of darkness and intellectual death. A firm rock of needed support is such a teacher, as through the years a character of priceless worth is being evolved. True, there are many mishaps and unlooked-for obstacles by the way; but these obstructions are less scathingly overcome by the lad because of her more mature and experienced mind. As a result of such an association, a sense of the right and wrong of life comes more clearly to him. He feels a living love for his fellow men, a surging hope for the welfare of his nation, and an anxious desire to be a loyal and patriotic citizen. He has an undying faith in the God of our fathers, and a solemn respect for all that is sacred. In truth, he has become a *Man*.

Thus is the influence of a great teacher. Each year, it is more necessary for such teachers to radiate their influence upon the lives of our bewildered school children. I say "our" in mentioning the children of our nation, for are we not all engaged in a more or less degree in the building of a generation, which, through our building, will be either good or bad? And do we remember that as we build there are numberless destructive agencies at work against us? The highly modernized conditions of our civilization place a heavier burden upon the teacher than ever before; the home of today, having no time or place for the moral guidance of its youth, flings the responsibility upon those who may resume it. Youth is spontaneous, eager, ready to do. That means profitable growth if directed in proper channels, but it means moral, spiritual perplexity and, perhaps, total destruction if misdirected or not directed at all. Calmly and efficiently the influence of a great teacher spans the breach that is left by a selfish society.

If we are Christian people, that old, old story of the Great Teacher of Mankind is ever dear and appealing to us. It is a story of which we never tire. We can say so much and yet so little about this, the greatest of all teachers. His was not the academic teaching that we so thoughtlessly link with the name "teacher", but his was the spiritual teaching, the very salvation of the soul. God, in the knowledge of the mortal weaknesses of man, sent his Son to earth as a living example of all that is good and pure; that we, as teachers, may glean from his life those principles which will help solve our wearisome problems. He was not appreciated by the world. As he traveled from city to city, he met with scornful critics, who hurled their utterings at him as rocks at a beast. But forgivingly he pursued his way, ever thoughtful and patient and kind. He did not focus his attentions upon

the rich and haughty, but upon the poor, humble and needy. His influence was strangely felt in those to whom he administered in those ancient times, and it is still felt among the believing world of today. And so it is that the influence of the noble teaching of Christ lives on and on in the hearts of his people.

If a teacher would be great she must in her very being, feel a portion of that compassionate love which guided the life of Christ. She must realize that in the teaching of little children every word and deed should lead toward growth—spiritual, moral, and mental. The children of today are the working world of tomorrow, and the character of that world depends largely upon the influence of the present teachers. As a teacher works, then, with living clay, she must catch the vision of a little soul in the making, a little soul that will either blossom or wither under her teaching. From day to day she molds a life, which mirrors the fruits of her labors. Whether or not she is great depends upon her conception of the best in life, and the results of her influence upon the soul of a child.

As we look about us, and see the morale of our youth being threatened on every hand, I think it behooves us to become greater in our profession; that our influence may be felt in guiding their ever faltering feet.

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ITEMS OF INTEREST

STATE STUDENT ASSEMBLY

A committee to continue the work toward final plans for the State Student Assembly has been appointed by Lloyd W. King, State Superintendent of Schools. The committee is composed of:

Dr. Elmer Ellis, Professor of History, University of Missouri

Fred Chambers, Chairman Missouri Division of the American Legion

Dr. A. B. Smith, Director of Research, State Department of Public Schools

R. P. Kroggel, Director of Speech Education, State Department of Public Schools

The function of the committee is to determine the general nature of the bills to be presented at the Student Assembly and to outline the examination to be given to aspirants for the position of County Representative.

The examination will be given at the county seats of the various counties on February 19, 1938. The Assembly will convene on March 19, 1938. The program for the day is as follows:

9:30 A. M.—Registration of representatives

9:45 A. M.—Session called to order

9:45 to 10:15 A. M.—Introduction of Governor Lloyd C. Stark and other state officials

10:15 to 12:00 Noon—Consideration of business of the Assembly

12:00 to 1:30 P. M.—Luncheon of county representatives

1:30 P. M.—Continuation of business assembly

4:15 P. M.—Adjournment.

COUNTY LIBRARY CONTEST IN RURAL HIGH SCHOOLS

The Citizens Council for Missouri Libraries announces a contest on the subject, "WHAT COUNTY LIBRARY SERVICE COULD CONTRIBUTE TO THIS COMMUNITY." This contest is open to students from rural communities attending High School in larger communities.

Prizes offered are: 1st—\$15.00, 2nd—\$5.00, 5 of \$1.00 each. The contest closes April 1, 1938.

It is hoped that principals and teachers will cooperate in interesting their pupils to enter this contest, and write on a subject of universal citizen concern.

For further information and suggested sources of material apply to your County Superintendent of Schools, to Miss Ruth O'Malley, Missouri Library Commission, Jefferson City, or to Mrs. Frank B. Fulkerson, Higginsville, Chairman of the Essay Contest.

PROGRESS IN SPEECH EDUCATION

The work upon several phases of the Speech Education program of the State Department under Lloyd W. King, State Superintendent of Public Schools, has been inaugurated in several of the designated centers of the state according to a report of Speech Education Director, R. P. Kroggel, with the following results thus far: In the field of Speech Re-education up until the date of November 1, over 500 pupils in eight of the areas have been referred for examination for defective speech, and 449 were found defective either of a minor or major nature. Only those referred by the teacher were examined. Assistance in the examinations was given in several areas by teachers of speech who were qualified by at least a Master's Degree in Speech Education.

One hundred twelve conferences have been held with individual teachers concerning remedial work which might be of assistance to the defective child. Conferences have also been held with parents concerning the child's condition and possible assistance.

Ten general elementary teachers' meetings have been held in the various centers at which the value of Speech Re-education and Education has been discussed. Methods for correlating such work with the regular classroom work has been suggested and demonstrated. Twenty-four counties have been represented in the eight speech center meetings.

In the field of research, data is now being gathered relative to the status of speech Education in Missouri. Also, a determination is being made concerning Speech Education courses offered in the colleges of Missouri.

In the field of general speech the State Certification award plan for rural, elementary and secondary schools is now being inaugurated in a number of schools and pupils are securing audience situations to meet the qualifications for the awards.

MISSOURI LEAGUE OF WOMEN VOTERS ESSAY CONTEST

For the past year the National League of Women Voters, under the leadership of the national chairman of Personnel, Mrs. George Gelhorn of St. Louis, has been carrying on a campaign to arouse interest in the need for trained personnel in public office. Realizing the importance of students of high school age thinking along these lines, the Missouri League of Women Voters is conducting an essay contest at the time of the University of Missouri Interscholastic Events the latter part

of April. A first prize of fifteen dollars, and a second prize of ten dollars, will be given to the highest ranking high school students in the contest. The essay is to be written in an hour and a half on some phase of the Merit System in Public Service.

For material dealing with the general subject, prospective contestants are advised to write to the Missouri League of Women Voters, Hotel Kings-Way, St. Louis, Missouri. For further information about the nature of the contest write to Professor Martin L. Faust, University of Missouri, Columbia, Missouri. The Calendar of the University of Missouri Interscholastic Events will be sent to the high schools of the state.

Any encouragement and aid that the teachers of the state give their students in connection with this essay contest will be greatly appreciated by the Missouri League of Women Voters.

WHEN A GOOD JANITOR DIED

The community of Fair Play, Missouri, did an unusual and a very fitting thing in the tribute it recently paid to Thomas W. Underwood, veteran janitor of the school, who was buried November 18th. All business was suspended during the funeral hour that his friends might do him the honor they felt he deserved. He was regarded as the unofficial dean of the Fair Play schools because of his love for children. His funeral was held in the gymnasium of the school building and more than 600 people of that small community crowded the building to pay their last respects to a janitor who loved children and reflected that love in the work he did for their physical comfort and health.

STEELEVILLE GRADUATES REFLECT HONOR TO THEIR ALMA MATER

The University of Missouri recently awarded to the Steelville High School the scholarship trophy annually offered to the high school whose graduates make the highest average grade in their University freshman year. The award was won for the school by Mrs. Edna Beezley, Emmett Louis Pinnell and John A. White, who together scored 284.52 points. Sweet Spring H. S. ranked second in contest with 251.21 points. The school who wins the cup three times becomes the permanent possessor of it.

AMERICAN ASSOCIATION FOR HEALTH AND PHYSICAL EDUCATION: A DEPARTMENT OF THE N. E. A.

On June 28, the American Association for Health and Physical Education, a Department of the National Education Association was formed by a merger of the American Physical Education Association and the Department of School Health and Physical Education of the National Education Association. This merger

marked the consummation of efforts of many educators in both groups to unite the efforts and coordinate the interests of health educators, physical educators, and recreation leaders, and to give them a common meeting ground within the National Education Association.

The new Association will continue to publish the *Journal of Health and Physical Education* and the *Research Quarterly*. Through its three newly organized Divisions of Health Education, Physical Education, and Recreation, with a number of working sections under each, it will give unity and leadership to these phases of the school program. In the near future the Association office will be located in the National Education Association building in Washington, D. C.

Membership in the Association is open to all those who are professionally interested in health education, physical education, recreation, and related fields. Active membership, including subscription to the *Journal of Health and Physical Education*, is \$2.00. Professional membership, including subscription to the *Journal* and the *Research Quarterly*, is \$5.00. There are also special membership rates for professional students, and a life membership at \$80.00. Membership fees may be sent to the present offices of the Association, 311 Maynard Street, Ann Arbor, Michigan.

TRIBUTE TO MISS BLACKWELL

County Superintendent Hupe in a letter to his teachers recently had the following to say about Miss Bessie Blackwell who died on December 5th, 1937:

"The teaching profession suffered a very serious loss in the passing of one of our finest teachers, Miss Bessie Blackwell. Miss Blackwell spent practically her entire life teaching in Montgomery County. Most of her teaching was in the Wellsville High School. She was not only a very fine teacher but a very fine woman and citizen. I quote here from a letter sent to her sister at the time of Miss Blackwell's death: 'Miss Blackwell was a most conscientious and efficient teacher, a most faithful and loyal friend, always ready and eager to cooperate, always interested in the school and community, untiring in her work and efforts for others, never weary in well-doing. In the language of the Master Teacher, she "Suffered (helped) the children to come unto Him" by her fine example, by faithful, efficient teaching. She rendered a great service, she wielded a great influence, she lived the approbation of the Great Teacher's "Well done thou good and faithful servant." May we strive to emulate the example set by this good teacher and her beautiful life. May we pause for a few moments and pray that a part of her "mantle" may fall on each of us to inspire us to our best efforts and service.'"

When can a loan help a Teacher?

At this time of year many teachers are giving serious thought to borrowing. Household Finance urges you not to make a loan if you can avoid it. But there are emergencies—overdue bills, medical attention, travel expense, among others—which must be met with cash.

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If a loan would benefit you at this time, call at your local Household Finance branch. Or you may make application for your loan by mail.

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Mr. J. T. Angus, who for the past seventeen years has been principal of the Senior and Junior High Schools of Mexico, Missouri, resigned that position to join the faculty of the State Teachers College at Kirksville, Missouri. He assumed his duties with the College on December 6. In addition to professorial work in the Department of the Social Sciences, Mr. Angus will serve the institution as Director of its Placement Bureau.

Mr. C. W. Mackey, who since July 1, 1935, has been County Superintendent of Schools for Audrain County, was elected Principal of the Junior-Senior High School at Mexico, January 4. He has accepted the position and resigned the County Superintendency. Mr. Mackey was a resident of Mexico at the time of his election and all of his teaching experience has been in Audrain County. He is active in Association work having served as President of the Northeast Missouri Teachers Association and is now a member of the Executive Committee of the Missouri State Teachers Association.

Superintendent Walter L. Bass, who had recently resigned from the superintendency at Houston, Texas County, passed away in a hospital in Kansas City on January 2. Mr. Bass had been superintendent of schools at Houston the past three or four years and had not long ago suffered bereavement in the loss of his wife. He leaves two children.

Superintendent John A. Hailey recently resigned from the superintendency of the schools at Conway to accept the position in the Houston schools made vacant by the resignation of Walter L. Bass.

New County Superintendents

Fred Wheeler, of Aurora, has been appointed to succeed Hubert Wheeler as county superintendent of schools in Lawrence County the latter having accepted the superintendency of the schools at Butler, Missouri.

Mrs. Bertha Reed, of Reeds, Missouri, has been appointed by Governor Stark to the superintendency of the schools of Jasper County to succeed Mr. G. B. Campbell who has accepted the position of high school supervisor for Southwest Missouri in the office of the

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State Superintendent of Schools, Mr. Lloyd W. King.

Mrs. Chas. A. Powell, of Macon, Missouri, is the successor to her husband Chas. A. Powell, formerly county superintendent of Macon County, who died suddenly.

Rupert P. SoRelle, Vice-President of the Gregg Publishing Company, and author of some thirty textbooks on shorthand, typewriting, and office practice, died in New York City on December 14. Born in Lexington, Texas, he was sixty-four years old. Prior to his association with the publishing company, he was head of the department of stenography at Armour Institute, Chicago, and a member of the faculty of Gregg College, Chicago.

Eric Palmer, former superintendent of the Bloomfield, Missouri, schools and for the past few months in the United States Soil Conservation Service, has recently received appointment as United States Conservationist with headquarters at Paris, Missouri. This is a relatively new position that coordinates the work of the various departments of the Soil Conservation.

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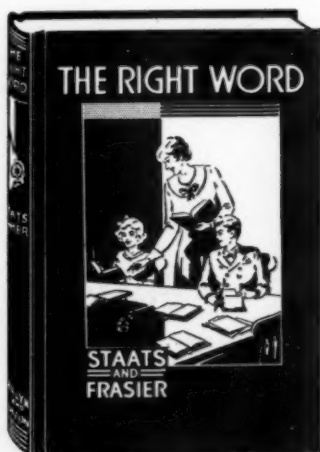
A PRE-DICTIONARY

By Staats and Frasier

The Right Word is a Pre-dictionary to help young pupils in the spelling and meaning of the words most familiar to them in their creative writing.

The idea is so new that the word Pre-dictionary has been coined to express it.

Unlike many new ideas it has caught on at once. The Right Word was published only in June but has already been ordered in hundreds of schools.



The Right Word contains the four thousand words which the pupil is most likely to use. It is the product of actual creative writing situations where children have inquired about the spelling of these words.

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There are lively drawings on almost every page to invite the interest of young pupils.

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